

## **CRIM 2 - THEORIES OF CRIME CAUSATION**

### **Course Description:**

This course describes the role of theory in crime scholarship. It surveys the schools of thought related to crime causation (biological, psychological, and sociological) and particular theories in crime and delinquency, places these theories in its historical context and reviews the primary assumptions of the theories and conclusions reached from criminology research.

### **Course Objectives:**

At the end of the course you should be able to:

1. Remember and recall major concepts of the theories of crime causation.
2. Demonstrate understanding of the biological, psychological, sociological and integrated influences on criminal behavior by distinguishing them from variety of theoretical elements.
3. Analyze offender case histories and correctly applies theories thereto.
4. Articulate and defend particular theories as best at explaining given offender case history.
5. Articulate the different applications of the theories of crime causation.
6. Discuss the practical applications of theories of crime in shaping criminal justice, policies and relate the same to the social problems in the community.
7. Formulate solutions to the crimes experienced in the community based on the analysis made using concepts on offender rehabilitation and based on the various theories of crime causation.

## Chapter 1

### EXAMINING THE THEORETICAL FOUNDATION OF CRIME CAUSATION

#### Lesson 1: The Concept of Theory

##### Learning outcomes:

At the end of the lesson you should be able to:

1. define what is theory all about and;
2. discuss the concept of theory.

##### INTRODUCTION

What is the origin of criminal behavior? Why do some people are serving their sentence inside the prisons institutions while others remain a conforming individuals? Are people outcomes of their environment, or is the probability of their becoming a criminal determined at birth? In order to explain the grounds of criminal behavior, theories are made. Many social scientists have observed facts about criminal behavior and organized them into complex theoretical models. What is a theory then?

##### CONCEPTS

According to Freda Adler (1983), a **theory** is a statement that explains the relationship between abstract concepts in a meaningful way. For example, if scientists observe that criminality rates are usually high in a neighborhood with high unemployment rates, they might theorize that environmental conditions influence criminal behavior.

**Social Theory** – defined as systematic set of interrelated statements of principles that explain aspects of social life. **Theory** serves as a model or framework for understanding human behavior and the forces that form it. It is based on verified social facts or readily observed phenomena that can be constantly calculated and measured.

**Theory** – a supposition or a system of ideas intended to explain something, especially one based on general principles independent of the thing to be explained. It is derived from the Greek word "*theoria*" which means "contemplation or speculation" (Oxford's Dictionary).

**Theory** – a plausible or scientifically acceptable general principle or body of principles offered to explain phenomena. It is synonymous with the term thesis, hypothesis, supposition, and propositions (Merriam-Webster's Dictionary).

Moreover, according to APA Dictionary of Psychology (VandenBos, 2007) as cited in (L'Abate, 2011) a **theory** is a principle or a body of interrelated principles that purports to explain or predict a number of interrelated phenomena. In philosophy of science, a theory is a set of logically related explanatory hypotheses that are consistent with a body of empirical facts and may suggest more empirical relationships.

## **Lesson 2: Why is Theory Important?**

### **Learning Outcomes:**

At the end of this lesson, you should be able to:

1. list down the importance of theory and;
2. evaluate the significance of theory.

### **INTRODUCTION**

When somebody is putting his effort, time, money and energy to a certain project, it means that project significant and valuable that project is. It is the same with the theories being created by theorists. How h t it is? Coming up with theories is at the heart of any scientific process. In simplest terms, observations of phenomenon lean to an educated guess about what is causing it or how it works. Experiments or other forms of research then test this guess or hypothesis. If these guesses are confirmed, a theory emerges. If it's a powerful one, it will both explain, telling you why something is happening in such way, and predict, telling you would what could happen next. Explaining how something works is important, and not only for the sake of knowledge itself because explanations can lead to solutions (<https://iancommunity.org>). For example, police officers cannot prevent the crime from happening in that area if they didn't know how and why such crime is occurring in that area is the first place.

## **CONCEPTS**

Moore (1991 as cited in <http://faculty.jou.ufl.edu/theory.html>) enumerated the importance of theory.

1. Theory provides concepts to name what we observe and to explain relationships between concepts. It allows us to explain what we see and to figure out how to bring about change, and it is a tool that enables us to identify a problem and to plan a means for altering the situation;
2. Theory is used to justify reimbursement to get funding and support- the need to explain what is being done and demonstrate that it works;
3. Theory is used to enhance the growth of the professional area and to identify a body of knowledge from both within and outside the area of distance learning. That body of knowledge grows with the theory and research. Theory guides research; and
4. Theory helps us understand what we don't know and, therefore, is the only guide to research. It increases its ability to solve other problems in different times and different places.

Moreover, theories are used by researchers as causal mechanism to give historical explanation of cases (George, 2004).

### **Lesson 3: Development of Theory**

#### **Learning Outcomes:**

At the end of this lesson, you should be able to:

1. explain the stages of theory development and
2. tell what approach is the easiest and what is the most difficult.

## **INTRODUCTION**

Theories were developed for us to understand why certain phenomena are happening; theory has been developed. They are formulated by theorists in order to explain the causes and effects of crime, criminal behavior and or delinquencies. For example, the

reason why a child at a tender age knows how to utter obscene language or why a high school student would become truant can be explained by theories. One of the factors maybe is the immediate family's influence since family is the breeding ground and seedbed of values.

Scientific understanding of a phenomenon requires the construction of a theory. This theory is the basis for predicting, manipulating, controlling, and counteracting the phenomenon, and also for relating the phenomenon to the other phenomena. However, the construction of theory requires careful selection of data (<https://www.rasch.org>).

## **CONCEPTS**

Scientists formulate, test, accept, reject, modify, and use theories as guide to understanding and predicting events. Theories are fruits of scientific research, a process that is designed to extend our understandings and to determine if they are correct or useful.

As cited in (<http://faculty.jou.ufl.edu/theory.html>), there are three stages of theory development.

1. Speculative – attempts to explain what is happening.
2. Descriptive – gather descriptive data to describe what is really happening.
3. Constructive – revises old theories and develops new ones based on continuing research.

In order to understand how theory is developed, it is better to cite the three kinds of reasoning (Thompson, 2006):

- 1. Inductive reasoning** – Example: Every snake that has ever been tested has liver. Therefore, every snake has liver.
- 2. Deductive reasoning** – Example: Every reptile has liver. All snakes are reptiles.

**3. Abductive reasoning (Retroductive reasoning)** – Example: You are a juror on your first day as a member of the jury. You see that the defendant looks like the image of the man on the security camera robbing the bank. While answering questions posed by the prosecutor, the defendant stutters and pauses, like he is guilty. As a juror, you conclude that he is guilty, even though you are not certain. Here, you have made a decision based on your observations, but you are not certain if it's the right decision.

**Deductive reasoning** is criticized for the lack of clarity in terms of how to select a theory to be tested via formulating hypothesis. In like manner, **inductive reasoning** is also criticized because no amount of empirical data will be necessarily enabled theory-building. Abductive reasoning, as a third alternative, overcomes these weaknesses via adopting a pragmatist perspective.

The critical point relating to theory construction is its purpose to predict. The **main purpose of theory** is to provide the means to develop mathematical, analytical, and descriptive models that predict counterintuitive, non-obvious, unseen, or difficult-to-obtain outcomes. A theory is clearly derived by some other means –it is the imagination and creative insight of the innovator by which a theory is developed. Barney Glaser and Anselm Strauss developed the “Grounded Theory” approach (Glaser, 1967) to develop theory in social sciences. Grounded theory (inspired by the inductive reasoning) asserts that theory is “discovered” as the result of systematically analysing data or data mining techniques. Moreover, induction validates theory, it does not develop theory. It is mainly applicable for qualitative research (Jaccard, 2014).

**Hypotheses** must be part of some theory structure, or they are nothing more than the opinion of the researcher, even if that opinion is subsequently “validated”. According to Merriam-Webster’s Dictionary, hypothesis is a tentative assumption made in order to draw out and test its logical or empirical consequences. It is the process of hypothesis creation that has resulted in numerous “tests” of the same subject area resulting in different conclusions. Theory generates hypotheses, hypotheses do not create theory nor are they themselves theory. **Retroduction** develops legitimate theory, whether that retroductive process results from the development of new theory from existing theory or

the development of new theory from the cloth of relevant knowledge (Thompson, 2006).

- Retroduction devises theory.
- Deduction explicates theory.
- Induction evaluates theory.

### **A. Inductive Theory**

Developing an inductive, or grounder theory generally follows these steps (<http://sociology.about.com/od/Research/a/Inductive-Theory-Construction.html>):

1. Research Design: Define your research questions and the main concepts and variables involved.
2. Data Collection: Collect data for your study using any of the various methods (field research, interviews, surveys, etc.)
3. Data ordering: Arrange your data chronologically to facilitated easier data analysis and examination of processes.
4. Data analysis: Analyze your data using methods of your choice to look for patterns, connections, and significant findings.
5. Theory Construction: Develop a theory about what you discovered using the patterns and findings from your data analysis.
6. Literature comparison: Compare your emerging theory with existing literature. Are there conflicting frameworks, similar frameworks, etc.?

### **B. Deductive Theory**

John Dudovskiy in his book "The Ultimate Guide to Writing a Dissertation in Business Studies" (2016), presented the stages of deductive approach in theory development:

1. Deductive hypothesis from theory

2. Formulating hypothesis in operational terms and proposing relationships between two specific variables.
3. Testing hypothesis with the application of relevant method(s). These are quantitative methods such as regression and correlation analysis, or other analysis such as mean, mode, median, and others.
4. Examining the outcome of the test and confirming or rejecting the theory. When analysing the outcome of tests, it is important to compare research findings with the literature review findings.
5. Modifying theory in instances when hypothesis is not confirmed.

### **C. Abductive Theory**

Abduction is a form of reasoning involved in both the generation and evolution of explanatory hypotheses and theories (Haig, 2005). The stages in this type of approach are:

1. Phenomena detection. It is claims about phenomena, not data that theories typically seek to predict and explain and that, in turn, it is the proper role of data to provide the observational evidence for phenomena, not for theories. Phenomena are relatively stable, recurrent, general features of the world that, researchers, seek to explain (Bogen and Woodward, 1988, 89, 2000).
2. Theory generation. According to Remenyi (2018), it is also called theory building by means of analysing, synthesizing and organizing existing empirical findings on a topic into a coherent pattern using the gathered data.
3. Theory development. It is stimulated and facilitated through a selective interest in what does not work in as existing theory, in the sense of encouraging interpretations that will allow a productive and non-commonsensual understanding of an amnigous social reality (Alvesson, 2011).
4. Theory appraisal. It involves accepting a theory when it is judged to provide a better explanation of the evidence that its rivals do. It also adheres to the use of interference



to the best explanation in order to adjudicate between well-developed, compelling theories (Thagard, 1988 as cited by Haig, 2005).

## Chapter 2

### FOUNDATIONAL THEORIES OF CRIME

Fundamental Schools of Thought in Explaining the Causes of Crimes

#### Learning Outcomes:

At the end of the lesson you should be able to:

1. compare the three schools of thought;
2. discuss the explanation of crime in each of the pioneers of the schools of thought;
3. judge what school of thought best explains the causes of crime; and

#### I. THE CLASSICAL SCHOOL OR THEORY

- The **Classical “School”** of criminology is broad label for a group of thinkers of crime and punishment in the 18<sup>th</sup> and early 19<sup>th</sup> centuries.
- Its most prominent members, **Cesare Beccaria** and **Jeremy Bentham**, shared the idea that criminal behavior could be understood and controlled as an outcome of **“human nature”** shared by all of us. Human beings were believed to be **hedonistic**, acting in terms of their own self-interest but action was really in their **self-interest**.
- **Cesare Beccaria** (Cesare Bonesara Marchese de Beccaria) with **Jeremy Bentham** (1823) who proposed “Utilitarian Hedonism”, the theory, which explain that a person always act in a such a way as to seek pleasure and avoid pain, became the main advocates of the Classical School of Criminology.
- In his **“Essay on Crimes and Punishment”**, Beccaria presented his key ideas of Classical theory of moral creature with absolute **free will** to choose between good and evil therefore there is placed upon the criminal himself, that every man is responsible for his act.

- **Jeremy Bentham**, another founding personality of the classical school, wrote in his *Introduction to the Principles of Morals and Legislation* (1789) that “nature has placed mankind under the governance of two sovereign masters, pain and pleasure. He believed that people choose actions on the basis of whether they produce pleasure and happiness rather than pain and unhappiness.
- **Freewill (Beccaria)** – a philosopher advocating punishment severe enough for people to choose, to avoid criminal acts. It includes the belief that a certain criminal act warrants a certain punishment without any punishment without any variation.
- **Hedonism (Bentham)** – the belief that people choose pleasure and avoid pain.
- Classical School's main principle is that, “**Let the punishment fit the crime.**”

## II. THE NEO-CLASSICAL SCHOOL OR THEORY

- The criticisms against the classical school led to the foundation of the Neo-Classical school of criminology. Under the neo-classical doctrine, **there are situations of circumstances that made impossible to exercise freewill** are reason to exempt the accused from conviction. The Classicist maintained that human are totally responsible for their actions. The Neoclassicist said “**not always**”. The neoclassical school does not represent any brake with the classical view of human nature.
- The neoclassical school does not represent any break with the classical view of human nature. It merely challenges the classical position of absolute freewill. Because of this, it led also to the preposition that while the classical doctrine is correct in general, it should be modified in certain details:
  1. That children and lunatics should not be regarded as criminals and free from punishment.
  2. It must take into account certain mitigating circumstances.

### III. THE POSITIVIST SCHOOL OR THEORY

- **POSITIVIST CRIMINOLOGY**

- The positivist school originated in the 19<sup>th</sup> Century in the context of the “**scientific revolution**”. The positivist rejected the harsh legalism of the classical school and **substituted the concept of “free-will”** with the doctrine of “**determinism**.”
- **Determinism** – the belief that all events are caused by things that happened before them and that people have no real ability to make choices or control what happens.
- The school that composed of Italians who agreed that in the study of crime **the emphasis should be on scientific treatment of the criminal not on the penalties** to be imposed after conviction.
- It maintained that **crimes as many other actions a natural phenomenon and is comparable to disaster or calamity**. That crime as a social and moral phenomenon which cannot be treated and checked by the imposition of punishment but rather **rehabilitation or the enforcement of individuals measures**.
- The Positivist School of Criminology rejected the Classical School's idea that all crime resulted from a choice that could potentially be made anyone. Though they did not disagree with the classical school that most crime could be explained through “human nature,” they argued that the most serious crime were committed by individuals who were “primitive “or “atavistic” that is, who failed to evolve to fully human and civilized state. Crime therefore resulted not from what criminal had in common with other society, but from their distinctive physical or mental defects.
- The Positivist understood themselves as scientists: while the classical thinkers were concerned with legal reform, constructing an environment in which crime was seen to be not in an individuals' self-interest, the positivist were concerned with scientifically isolating and determining cause's criminal behavior in individual offenders.

**The following are the key assumptions of the positivist school of thought:**

1. Human behavior is determined and not a matter of free-will.
  2. Criminals are fundamentally different from non-criminals.
  3. Positivists search for such differences by scientific methods.
  4. Social scientists can be objective, or values-neutral, in their work.
  5. Crime is frequently caused by multiple factors.
  6. Society is based on consensus, and not on social contract.
- **Auguste Comte (1798-1857)**, is considered the founder of positivist school and sociology. He applied scientific methods in the study of society, from where he adopted the word *sociology*. He wanted a society in which all social problems will be solved by scientific methods and research.

**MAIN PROPONENTS OF POSITIVIST SCHOOL**

**1. CESARE LOMBROSO**

- Cesar Lombroso (1836-1909) - The Italian leader of the positivist school of criminology, was criticized for his methodology and his attention to the biological characteristics of the offenders, but his emphasis on the need to study offenders scientifically earned him the **“father of modern criminology .”**
- His major contribution is the development of scientific approach to the study of criminal behavior and to reform the criminal law. He wrote the essay entitled **“CRIME”: Its Causes and Remedies** that contains his key ideas and the classification of criminals.

**CLASSIFICATION OF CRIMINALS BY LOMBROSO**

1. **Born Criminals-** there are born criminals according to Lombroso's, the belief that being a criminal behavior is inherited.
2. **Criminal by Passion-** are the individuals who are easily influenced by great emotions like fit or anger.
3. **Insane Criminals-** are those who commit crime due to abnormalities or psychological disorders. They should be exempted from criminal liability.

4. **Criminoid**- a person who commit crime due to less physical stamina/ self-control.
5. **Occasional Crime**- are those who commit crime due to insignificant reasons that pushed them to do in a given occasion.
6. **Pseudo-Criminals**- are those who kill in self-defense.

## 2. ENRICO FERRI

- He was best known Lombroso's associate, parliamentarian accomplished public lecturer, brilliant lawyer, editor and scholar.
- Although he agreed with Lombroso on the biological bases of criminal behavior, his interest in socialism led him to recognize the importance of social, economic, and political determinants.
- His greatest contribution was his attack on the classical doctrine of free will - which argued that criminals should be held morally responsible for their crimes because they must have made a rational decision to commit the crime.
- He believed that criminals could not be held morally responsible for their crimes because they did not choose to commit crimes but, rather, were driven to commit them by conditions in their lives.
- He also claimed that strict adherence to preventive measures based on scientific methods would eventually reduce crime and allow people to live together in society with less dependence on the penal system.

## 3. RAFFAELE GAROFALO

Influenced by Lombroso's theory of atavistic stigmata (man's inferior/ animalistic behavior), he traced the roots of criminal behavior not to physical features but to their psychological equivalents, which he called "**Moral Anomalies**". According to his theory, **natural crimes** are found in all human societies, regardless of the views of the lawmakers, and no civilized society can afford to disregard them. **Natural crimes**, according to Garofalo, are those that offend the basic moral sentiments of **probity** (respect for property of others) and **pity** (revulsion against the infliction of suffering on others.)

- **TYPES OF CRIMINALS BY GAROFALO**

1. **Murderers-** those who are satisfied from vengeance/ revenge.
2. **Violent Criminals-** those who commit very serious crimes.
3. **Deficient Criminals-** those who commit crime against property
4. **Lascivious Criminals-** those who commit crime against chastity.

## Chapter 3

### RATIONAL CHOICE PERSPECTIVE IN CRIME CAUSATION

Routine Activities Theory, Broken Windows Theory, Rational Choice Theory, Situational Crime Prevention, Crime Prevention through Environmental Design (CPTED), Deterrence Theory and Crime Pattern Theory

#### Learning Outcomes:

At the end of the lesson you should be able to:

1. discuss the rational choice perspective in crime causation and;
2. give example on real life situation using the concept of rational choice perspective theory.

#### I. ROUTINE ACTIVITIES THEORY

**Routine activity theory**, emerged as a key theoretical approach in criminology in the late 1970s. **Routine activities** refer to generalized patterns of social activities in a society (i.e., spatial and temporal patterns in family, work, and leisure activities). A key idea is that the structure of routine activities in a society influences what kinds of situations emerge, and changes in a society's routine activities cause changes in the kind of situations people confront. Another key idea is that people act in response to situations (including when they commit crimes); therefore, the kinds of situations they encounter in their daily lives influence their crime involvement (and, as a result, influence a society's crime rate), and changes in people's exposure to situations may lead to changes in their crime involvement (and, consequently, changes in a society's crime rate).

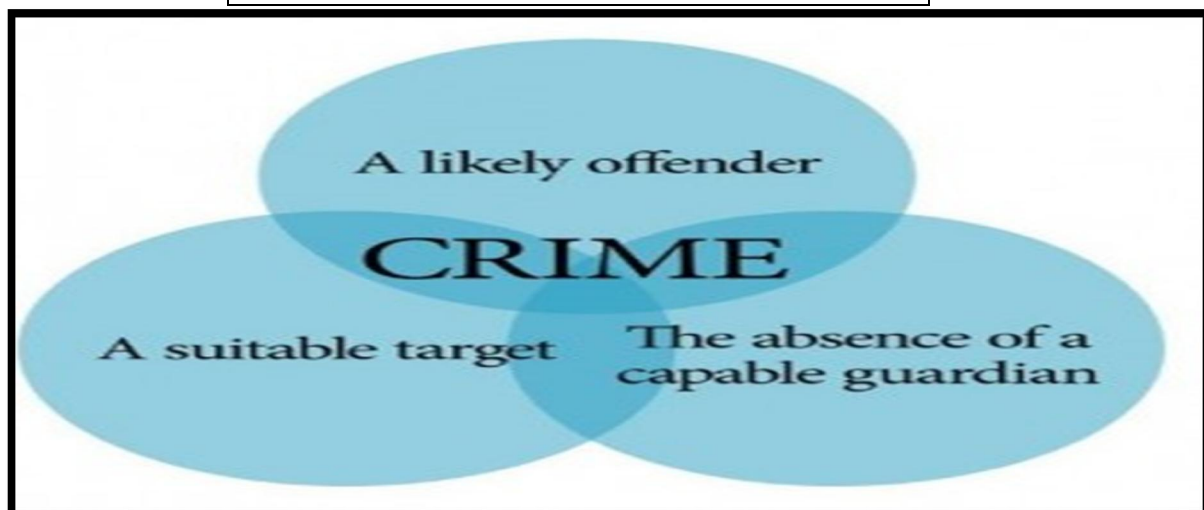
**Routine activity theory** links a macro-level structural model (spatial and temporal patterns of routine activities in society) with a micro-level situational model that aims to explain why a crime occurs. The situational model stipulates that a criminal act occurs as a result of the convergence of a motivated offender, a suitable target, and a lack of guardianship (control, supervision). Routine activity theory is sometimes combined with



rational choice theory, an action theory that explains human action as the result of rational choice (i.e., acting on the best available option perceived). When applied at the individual level, the routine activity approach has generally aimed to explain why a person is victimized, or offends, by explaining how his/her individual routines (lifestyles) bring him/her into contact with (or expose him/her to) situations conducive to crime. Some efforts have been made to integrate the routine activity approach with other criminological theories. In terms of policy and prevention, the routine activity approach has mainly been linked to situational crime prevention and policing (for example, hot spots analysis).

**Routine activity theory** is a sub-field of crime opportunity theory that focuses on situations of crimes. It was first proposed by **Marcus Felson and Lawrence E. Cohen** in their explanation of crime rate change in the United States 1947 - 1974. The theory has been extensively applied and has become one of the most cited theories in criminology. Unlike criminological theories of criminality, routine activity theory studies crime as an event, closely relates crime to its environment and emphasize its ecological process, thereby diverting academic attention away from mere offenders.

#### VISUALIZING ROUTINE ACTIVITIES THEORY



The interaction of three variables that reflect the routine activities:

- a. The **availability of suitable targets**, such as homes containing easily saleable goods.
- b. The **absence of capable guardians**, such as police, homeowners neighbors friends, and relatives.
- c. The **presence of motivated offenders**, such as a large number of unemployed teenagers.

## II. BROKEN WINDOW THEORY

**Broken Windows** as a theory was developed by sociologists **James Wilson and George Kelling** in the 1980s. It states that when low level crimes like vandalism (e.g., breaking windows of cars and buildings) are ignored, larger and more serious crimes start to happen soon. They proposed that policing minor offenses such as loitering, panhandling, prostitution and graffiti, might reduce more serious crime. Their idea turned on the relationship between the appearance of disorder and the actual amount of disorderly behavior in society: *if a window in a building is broken and left unrepaired, all of the windows will soon be broken*" (Shelly, 2018). Heinous crimes would likely to happen if minor offenses like snatching left unresolved by law enforcement authorities. This theory suggests for an immediate solution to a problem even how minute it is avoid the occurrence of a bigger or more complex problems.

The **broken windows theory** is a criminological theory that states that visible signs of crime, anti-social behavior, and civil disorder create an urban environment that encourages further crime and disorder, including serious crimes. The theory suggests that policing methods that target minor crimes such as vandalism, public drinking, and fare evasion help to create an atmosphere of order and lawfulness, thereby preventing more serious crimes.

## III. RATIONAL CHOICE THEORY

**Rational choice theory** adopts a utilitarian belief that humans are reasoning actors who weigh means and ends, costs and benefits, in order to make a rational choice. This method was designed by **Cornish and Clarke** to assist in thinking about situational crime prevention.

**Rational choice theory** and its assumptions about human behavior have been integrated into numerous criminological theories and criminal justice interventions. **Rational choice theory** originated during the late 18th century with the work of **Cesare Beccaria**.

The position of **Rational Choice Theory** is that criminal behavior is no different from noncriminal behavior in that it is conduct that persons intentionally choose to undertake

(i.e., they are not compelled or forced to do crime), and the reason that they choose to commit crime is that they think it will be more rewarding and less costly for them than noncriminal behavior. **Rational Choice Theory** takes the position that offenders are not compelled to commit crime because of some extraordinary motivation: Offenders do not have different personalities than non-offenders; neither were they socialized into a criminal belief or cultural system whose norms require crime (Cornish & Clarke, 1986; Kubrin et al., 2009).

In **Rational Choice Theory**, criminal offenders are actually no different than noncriminal offenders. Both willingly choose their own behaviors, and both choose those behaviors on the basis of a rational consideration of the costs and benefits of the intended action. The rational choice offender, then, is rational and self-interested and chooses to commit crime on the basis of his assessment that it will be rewarding or profitable or satisfy some need better than a noncriminal behavior.

#### **IV. SITUATIONAL CRIME PREVENTION**

**Situational crime prevention (SCP)** is a relatively new concept that employs a preventive approach by focusing on methods to reduce the opportunities for crime. SCP focuses on the criminal setting and is different from most criminology as it begins with an examination of the circumstances that allow particular types of crime. By gaining an understanding of these circumstances, mechanisms are then introduced to change the relevant environments with the aim of reducing the opportunities for particular crimes. Thus, SCP focuses on crime prevention rather than the punishment or detection of criminals and its intention is to make criminal activities less appealing to offenders.

**SCP focuses on opportunity-reducing processes that:**

- Are aimed at particular forms of crime;
- Entail the management, creation or manipulation of the immediate environment in as organized and permanent a manner as possible; and
- Result in crime being more difficult and risky or less rewarding and justifiable.

The **theory behind SCP concentrates** on the creation of safety mechanisms that assist in protecting people by making criminals feel they may be unable to commit crimes or would be in a situation where they may be caught or detected, which will result in them being unwilling to commit crimes where such mechanisms are in place. **The logic behind this is based on the concept of rational choice** - that every criminal will assess the situation of a potential crime, weigh up how much they may gain, balance it against how much they may lose and the probability of failing, and then act accordingly.

In this approach reduces crime by making it impossible for it to be committed no matter what the offender's motivation or intent, deterring the offender from committing the offense, or by reducing cues that increase a person's motivation to commit a crime during specific types of events. SCP has given rise to a retinue of methods that have been found to reduce crime at local and sometimes national or international levels. SCP's focus is thus different than that of other criminological theories because it seeks to reduce crime opportunities rather than punish or rehabilitate offenders.

## **V. CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED)**

**Crime Prevention through Environmental Design (CPTED)** is a set of design principles used to discourage crime and promote building security. The concept is simple: Buildings and properties can be designed to prevent damage from the force of the elements and natural disasters; they should also be designed to prevent crime.

**CPTED principles** are based on anticipating the thought processes of a potential offender and creating an environment that discourages follow-through. CPTED has the added advantage of creating a sense of security and well-being among employees and tenants.

When CPTED is put into practice, the resulting environment, including the building and its surroundings, will discourage or impede criminal behavior, and at the same time encourage honest citizens to keep a watchful eye.

**The four main principles of CPTED are:**

- Natural surveillance
- Natural access control
- Territorial reinforcement and
- Maintenance

Although these principles were developed for the design and construction of new buildings, the concepts can be applied to existing businesses as well.

**Natural Surveillance**

Criminals do not like to be seen or recognized, so they will choose situations where they can hide and easily escape. Here are some ways to incorporate natural surveillance into a business environment.

Keep areas well lit. In particular, building entrances should be bright at all times and provide a clear line of sight from both inside and outside.

Eliminate hiding spots. Cut down hedges and remove trees, bushes, fences, dumpsters, etc. that create blind spots or hiding places.

Low, thorny hedges work well around windows, because they don't obstruct the view in or out, and they don't provide a comfortable place to hide.

Use Closed Circuit Television (CCTV) to view areas without natural sight lines. Put up monitors in public areas so that visitors know they are being watched. The last thing a criminal wants to see when they enter a building is their own face on a security camera's monitor.

**The result:** A potential offender should feel like they are being watched, and that the surroundings offer no easy escape routes.

**Natural Access Control**

Criminals like to feel that they are in control. However, this sense of control can be denied by clearly marking the approaches to buildings and properties and channelling visitors into a defined area. Here are a few tips for creating natural access control:

Use maze entrances in public lobbies. The goal is to cut off straight-line access to a potential target, such as a bank teller or cashier. We're not talking about barbed wire -- even tension barriers that have to be jumped or navigated around can discourage the bad guys.

Use curbing and landscaping to direct automobile and foot traffic into a controlled, visible area.

**The result:** a criminal should never feel like they have the upper hand when approaching a facility.

### **Territorial Reinforcement**

The purpose of this principle is to create a clear distinction between public and private property. This is important for two reasons: Legitimate occupants have a sense of ownership and will notice, and even challenge, people who don't belong; intruders, on the other hand, have a harder time blending in. Here are some ways to implement territorial reinforcement and secure your property:

Make sure receptionists have clear sightlines to all entrances, as well as the ability to quickly and discreetly call for help. A panic button that calls a central station or signals for help via an alarm light in a separate section of the building works well.

Make sure security signage is clearly visible at all entrances.

Implement a visitor badging system, and make sure that all visitors are properly escorted.

**The result:** Employees gain a feeling that "this is my space," while intruders are immediately put on the defensive.

### **Maintenance**

Maintenance is related to territorial reinforcement. A well-maintained area sends the message that people notice and care about what happens in an area. This, in turn, discourages vandalism and other crimes. Security practitioners refer to the "**Broken Windows Theory**," the idea that one broken window will entice vandals to break

another. A vandalized area then becomes more inviting to higher levels of crime. A property should be well-maintained as a matter of safety as well as pride.

## **VI. DETERRENCE THEORY**

**Deterrence** in relation to criminal offending is the idea or theory that the threat of punishment will deter people from committing crime and reduce the probability and/or level of offending in society.

**Criminal deterrence theory** has two possible applications: **the first is that** punishments imposed on individual offenders will deter or prevent that particular offender from committing further crimes; **the second is that**, public knowledge that certain offences will be punished has a generalised deterrent effect which prevents others from committing crimes.

Two different aspects of punishment may have an impact on deterrence. The first relates to the certainty of punishment; by increasing the likelihood of apprehension and punishment, this may have a deterrent effect. The second relates to the severity of punishment; how severe the punishment is for a particular crime may influence behavior if the potential offender concludes that the punishment is so severe, it is not worth the risk of getting caught.

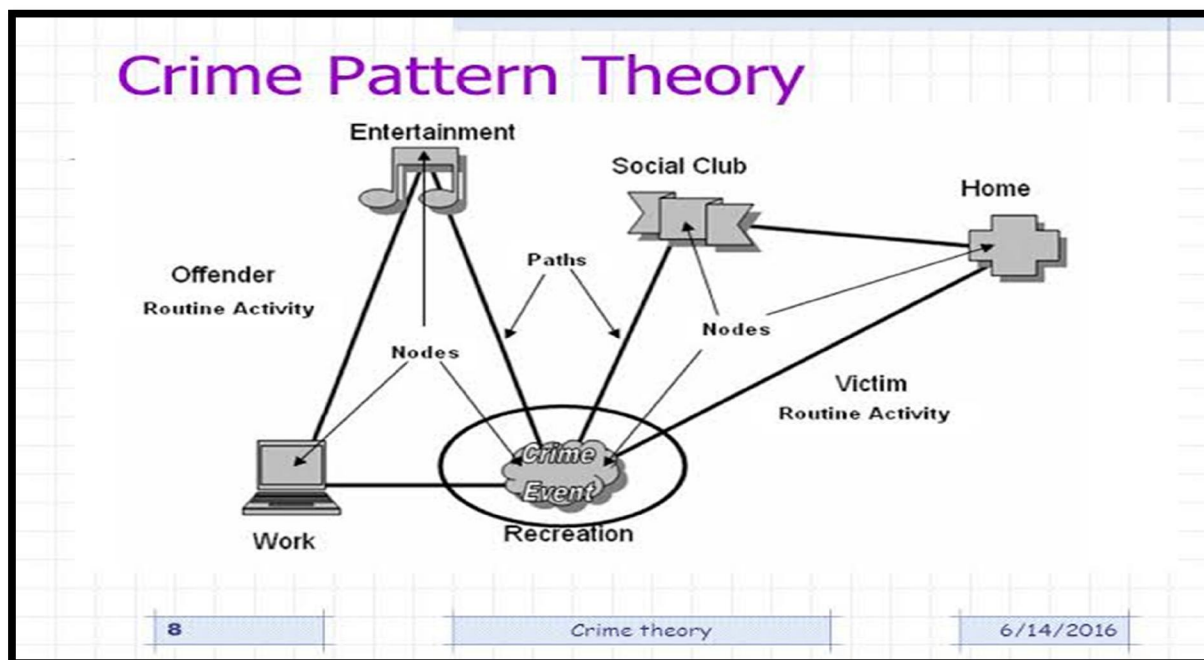
**There are two main goals of deterrence theory:**

**Specific/Individual deterrence** - where the aim of punishment is to discourage the offender from criminal acts in the future. The belief is that when punished, offenders recognise the unpleasant consequences of their actions on themselves and will change their behaviour accordingly.

**General deterrence** - where the intention is to deter the general public from committing crime by punishing those who do offend. When an offender is punished by, for example, being sent to prison, this sends a clear message to the rest of society that behaviour of this sort will result in an unpleasant response from the criminal justice system. Most people do not want to end up in prison, so they are deterred from committing crimes that might be punished in this way.

## VII. CRIME PATTERN THEORY

**Crime Pattern Theory** is a way of explaining why crimes are committed in certain areas. Crime is not random; it is either planned or opportunistic. According to the theory crime happens when the activity space of a victim or target intersects with the activity space of an offender. A person's activity space consists of locations in everyday life, for example home, work, school, shopping areas, entertainment areas etc. These personal locations are also called nodes. The course or route a person takes to and from these nodes are called personal paths. Personal paths connect with various nodes creating a perimeter. This perimeter is a person's awareness space.



**Crime Pattern Theory** claims that a crime involving an offender and a victim or target can only occur when the activity spaces of both cross paths. Simply put crime will occur if an area provides opportunity for crime and it exists within an offender's awareness space. Consequently, an area that provides shopping, recreation and restaurants such as a shopping mall has a higher rate of crime. This is largely due to the high number of potential victims and offenders visiting the area and the various targets in the area. It is highly probable that an area like this will have a lot of car theft because of all the traffic in and out of the area. It is also probable that people may fall victim of purse snatching



or pick pocketing because victims typically carry cash with them. Therefore, crime pattern theory provides analysts an organized way to explore patterns of behaviour. Criminals come across new opportunities for crime every day. These opportunities arise as they go to and from personal nodes using personal paths.

For example, a victim could enter an offenders' awareness space by way of a liquor store parking lot or a new shopping center being built. If the shopping center is being built in an area where crime occurs a couple of miles away, chances are it will exist in some if not all offenders' awareness space. This theory aids law enforcement in figuring out why crime exists in certain areas. It also helps predict where certain crimes may occur.

## Chapter 4

### BIOLOGICAL PERSPECTIVE IN CRIME CAUTION

Biological Determinism, Physiognomy, Phrenology, Somatotyping, Biosocial, Biochemistry and other biological explanation of crime

#### Learning Outcomes:

At the end of the lesson you should be able to:

1. Discuss the concepts of biological explanations of crime.

#### I. BIOLOGICAL DETERMINISM (LOMBROSO)

**Biological determinism** can be understood as a broad, science-based, *anthropological approach* to understanding criminality. Strict biological determinism in the 19th century hypothesized that serious criminal behavior was mostly found to occur among people who were born with an innate impulse to commit crime. Simply put, biological determinists argued that criminals are 'born,' rather than 'made' through their interaction with other social processes and contexts. From this perspective, **biological determinists argued** that your family history, including criminal histories and problematic medical and mental health histories, determined whether or not you would be a criminal. This early perspective was an absolute perspective in that, unlike modern biosocial theories, a person's interaction with their social context was deemed to have no influence, one way or the other, on criminal behavior.

**Cesare Lombroso** was an early and famous proponent of the idea that criminal offenders are 'born criminals.' He also believed that by conducting research on criminals in accordance with the scientific method, one could determine who is most likely to commit crimes in the future.

#### Heredity and Crimes

Early biological theorists believed that criminality was an inherited trait passed on in the genes. Although this view has long lost popularity, many modern criminologists are still

interested in the role of genetics. The methods are employed to test the proposition that criminality was inherited are the following:

### **A. Family Studies**

In this method, the family known to have many criminals was compared with a family free of criminals.

Some studies were conducted to prove that children of criminal parents are more likely to become law violators than children of conventional parents. They are as follows:

#### **1. The Study of the Juke Family (Richard Dugdale)**

The Juke family consisted of 6 girls, some of whom were illegitimate. One of them, **Ada Juke**, was known as the “**Mother of Criminals**”. Dugdale traced the 1,200 descendants for 75 years and found 280 paupers, 60 thieves, 7 murderers, 40 other criminals, 40 with sexual diseases, 300 infants prematurely born, 50 prostitutes, and 30 who were prosecuted for bastardy.

#### **2. The Study of Kallikak Family (Henry Goddard)**

**Martin Kallikak** was an American Revolutionary war soldier. While stationed in a small village, he met a feeble-minded girl and had illicit relation with her. About 489 descendants from this lineage were traced which included 143 feeble-minded and 46 normal. 36 were illegitimate, 3 epileptics, 3 criminals, 8 kept brothels, and 82 died in infancy.

#### **3. The study of Sir Jonathan Edwards' Family**

Sir Jonathan Edward was a famous preacher during the colonial period. When his family tree was traced, none of the descendants was found to be criminal. Rather, many became presidents of the United States, governors, members of the Supreme Court, famous writers, preachers, and teachers.

Contemporary sociologists also had their share in analysing heredity and criminality. Some of their studies are as follows:

A study led by **David Farrington** revealed that a significant number of delinquent youths had criminal fathers. In his other study, he found that one type parental deviance, bullying, may be both inter- and intra- generational. Bullies have children who bully others, and these "second generation bullies" grow up to become the fathers of children who are also bullies, in a never-ending cycle.

### **B. Twin Behavior Studies**

The logic of this method is that if there is greater similarity in behavior between identical twins than between fraternal twins, the behavior must be due to heredity.

In the 1920's, **Lange** studied 30 pairs of same sex twins - 13 identical and 17 fraternal twins. He found out that one member of each pair was a known criminal. Moreover, both twins in 10 of the 13 pairs of identical twins were criminal; 2 of the 17 pairs of fraternal twins were both criminal. This showed a significant relationship between the criminal activities of identical twins and much lower association between those of fraternal twins.

### **C. Adoption Studies**

This method compared the criminal records of adopted children who were adopted at relatively early age with the criminal records of the adopted parents. Several studies indicate that some relationship exists between biological parents' behavior and the behavior their children. In the most significant study, Hutchings and Mednick found criminality of the biological father was a strong predictor of child's criminal behavior. An analysis of Swedish adoptees also found that genetic factors are highly significant accounting for 59 percent of the variation of their petty crime rates. Boys who had criminal parents were significantly more likely to violate the law.

### **D. The XYY "Supermale" Studies**

The role of chromosomes in crime causation has been analysed in recent studies on human genetics. The first well known study of this type was undertaken by **Patricia A. Jacobs**, a British researcher who examined 197 Scottish prisoners for chromosomal abnormalities through a relatively sample of their blood test known as karyotyping. 12

of the group displayed chromosomes which were unusual, and 7 were found to have and XYY chromosomes. "Normal" males possess an XY chromosome structure while "normal" female are XX. Some other unusual combinations might be XXX, wherein female's genetic makeup contains an extra X or female chromosomes. Males with an extra X chromosome often are possessed of male genitalia, but are frequently sterile and with evident breast enlargement and intellectual retardation. The XYY male, however, whose incidence in the prison population was placed at around 3.5% by Jacobs, was quickly identified as potentially violent and termed as **supermale**.

Studies of XYY males tend to show that supermales:

- Are taller than the average male, often standing 6'1" foot or more;
- Suffer from acne or skin disorders;
- Are of less than average intelligence
- Are overrepresented in prisons and mental hospitals.
- Come from families with less history of crime or mental illness.

## **II. PHYSIOGNOMY**

**Physiognomy** is the study of facial features of a person in relation to his criminal behavior. This is done to determine whether the shape of ears, nose and eyes, and the distance associated with anti-social behavior. The first to use this approach was **Cesare Beccaria** in his **Crime and Punishment**. It was later revived by Swiss theologian **Johann Kaspar Lavater**.

## **III. PHRENOLOGY**

**Phrenology or craniology** is the study of external formation of the skull indicating the conformation of the brain and the development of its various parts in relation to the behavior of the criminal. This is associated with the work of **Franz Joseph Gall**.

#### IV. SOMATOTYPING THEORY

**Somatotype theory** is one of the biological theories of criminology and is considered to be included in the biological school of criminology. **Somatotyping** is the classifying of people into types according to body build. **Somatotype theory** relates distinctive body types to personality characteristics and relates criminal behavior to the body types.

**Physiology or somatotype** refers to the study of the body build of a person in relation to his temperament and personality and the type of offense he is most prone to commit. This approach was **originated by Ernest Kretschmer** and **developed by William Sheldon**.

##### **Ernest Kretschmer**

**Kretschmer** studied the different body types and presented the relationship between physique and mental illness. He classified the body build into three distinct types:

**1. Asthenic** – lean, slightly built, narrow shoulders - This body type is associated with schizophrenia and tends to be idealistic, introverted, withdrawn, and prone to commit larceny and fraud cases.

**2. Athletic/Dysplastic** – medium to all, strong, muscular course bone – Their offenses are against decency and morality.

**3. Pyknic** – medium height, rounded figure, massive neck, broad face – associated with manic-depressiveness. Persons with this built tend to be moody, extrovert, jolly and realistic. They are prone to commit deception, fraud and violence.

##### **William Sheldon**

**Sheldon** is an influenced of the Somatotype School of Criminology, which related body built to behavior. He became popular of his Somatotype Theory. His key ideas concentrated on the principle of "Survival of the Fittest" as a behavioral science. He combines the biological and psychological explanation to understand deviant behavior.

Sheldon's "Somatotype Theory" maintains the belief of inheritance as the primary determinants of behavior and other physique is a reliable indicator of personality.

## Classification of Body Physique by Sheldon

- a. **Endomorphy** – a type with relatively predominance of soft, roundness though out the regions of the body. They have low specific gravity. Persons with typically realized and comfortable disposition.

Temperament of Endomorphism: **Viscerotonic** – relaxed, jolly, lazy comfortable, loves luxury, an extrovert.

- b. **Mesomorphy** – athletic type, predominance of muscles, bone and connective tissue, normally heavy, hard and firm, strong and tough. They are the people who are routinely active and aggressive, and they are most likely to commit crimes.

Temperament of Mesomorphy: **Somatonic** – active, dynamic; walks, talks and gestures assertively; behaves aggressively; dominant; more prone to criminal activity than ectomorphs and endomorphs.

- c. **Ectomorphy** – thin physique, flat chest, delicacy through the body, slender poorly muscled. They tend to look more fatigued and withdrawn.

Temperament of Ectomorphy: **Cerebrotonic** – full of complaints, insomniac with chronic fatigue and sensitive skin, nervous and self-conscious, and introvert.

## III. BIOSOCIAL THEORY

**Biosocial Theory** is a theory in behavioral and social science that describes personality disorders and mental illnesses and disabilities as biologically-determined personality traits reacting to environmental stimuli.

**M. M. Linehan** wrote in her 1993 paper, Cognitive–Behavioral Treatment of **Borderline Personality Disorder**, which "the biosocial theory suggests that BPD is a disorder of self-regulation, and particularly of emotional regulation, which results from biological irregularities combined with certain dysfunctional environments, as well as from their interaction and transaction over time".

According to a 1999 article published by **McLean Hospital**, "DBT is based on a biosocial theory of personality functioning in which BPD is seen as a biological disorder of

emotional regulation. The disorder is characterized by heightened sensitivity to emotion, increased emotional intensity and a slow return to emotional baseline. Characteristic behaviors and emotional experiences associated with BPD theoretically result from the expression of this biological dysfunction in a social environment experienced as invalidating by the borderline patient."

#### **IV. BIOCHEMISTRY THEORY**

In criminological theory, **biochemical theories** of the brain and behavior should lead to certain types of considerations:

- (1) criminal behavior may represent certain genetic predispositions, chromosomal abnormalities, or metabolic errors creating stress factors in a person and thus, the propensity to commit antisocial acts;
- (2) criminals may suffer from stress caused by early brain damage in the birth process or by abnormal hormonal or nutritional intake;
- (3) criminals will show a long history of negative sensory stressful experiences such as lack of love or mistreatment by parents or poor school performance, but these may not sufficiently explain delinquent behavior; and
- (4) criminals will tend to show a patterned sensory input which habitually will lead to social and interpersonal types of failures based upon distrust and dislike of self, others, and social institutions.

#### **V. OTHER AREAS OF BIOLOGICAL RESEARCH TO CRIMINALITY**

##### **1. Research on limbic system and brain**

**Limbic system** is a structure surrounding the brain stem that, in part, controls the life functions of heartbeat, breathing and sleep. I

It also believed to moderate expressions of violence; such as anger, rage, fear and sexual response. Surgical removal of the affected area sometimes eliminates expressions of violence.



## **2. Serotonin and norepinephrine**

Low levels of the brain neurotransmitter **serotonin** (a substance brain cells use to communicate) have been found in impulsive murderers and arsonists. Research is currently conducted to determine whether low levels of the neurotransmitter **norepinephrine** are associated with compulsive gambling. If such chemical deficiencies are linked to those behaviors, chemical treatment or improved diets might help.

## **3. Endocrine and abnormalities (Estrogen and Androgen)**

Criminal behaviors have also been associated with endocrine abnormalities, especially those involving **testosterone and androgen** (a male sex hormones) and **progesterone and estrogen** (the female sex hormones). For example, the administration of estrogen to male sex offenders reduces their sexual drives.

Same effect may be achieved by giving the drug Depo-provera, which reduces testosterone levels. It is successful only to those male sex offenders who cannot control their sexual urges. It does work on offenders whose sex crimes are premeditated. Studies also found large percentage of female crimes committed during the menstrual and premenstrual periods of female hormonal cycle. Those periods are characterized by imbalance in the estrogen-progesterone ratio.

## **4. Research on minimal brain damage**

Research on minimal brain damage has found that it increases chances of being identified as delinquent. Minimal brain damage is believed to be most commonly caused by nutritional or oxygen deficiencies during pregnancy, or during or shortly after birth, or insufficient protein and sensory stimulation during a child's formative years.

Minimal brain damage is strongly associated with lower socioeconomic status, social deprivation must be considered a critical element in its occurrence.

## Chapter 5

### **PSYCHOLOGICAL AND PSYCHIATRIC PERSPECTIVES IN CRIME CAUSTION**

Psychoanalytic Theory, Personality and Crime, Mental Disturbance and Crime, Intelligence and Crime, Cognitive, Behavioral, and Psychiatric Theories

#### **Learning Outcomes:**

At the end of the lesson you should be able to:

1. discuss the psychological and psychiatric explanations of crime and;
2. analyze the psychoanalytic theory, the personality disorders and crimes, mental disturbance and crimes, intelligence and crime, cognitive, behavioural and psychiatric theories of crime causation.

### **PSYCHOLOGICAL AND PSYCHIATRIC EXPLANATIONS OF CRIMINALITY**

Psychologists and psychiatrists, same with biologists and chemists, also attempted to explain behavior. They tried to find out whether criminal behavior is caused by such personality factors as emotional problems, mental disorders, sociopathy and thinking patterns. The psychological and psychiatric theories have the common assumption that there is something wrong with the mind of the offender, which causes him to commit crimes.

### **PSYCHOANALYTIC THEORY**

This theory blames criminal or delinquent behavior to a conscience that is either so overbearing that it arouses feelings of guilt, or so weak that it cannot control the individual's impulses and leads to a need for immediate gratification.

**Sigmund Freud**, the founder of psychoanalysis, viewed criminality as a result of too much guilt feelings. He noticed that those suffering from unbearable guilt committed crimes in order to be apprehended and punished. Once they had been punished, their feelings of guilt were relieved.

**Freud** attributed these feelings to man's personality structure: the id, ego and the superego;

1. **The Id** – It is the impulsive part of the personality and unconscious. It represents the unconscious biological drives for sex, food and other life-sustaining necessities. The **id** impulses instant gratification without concern for the rights of others. Hence they must be repressed. It operates according to “**pleasure personality**”
2. **The Ego** – This is the objective, rational part of personality, **the reality component**. Hence, it considers sensibility and responsibility to others. The **ego** compensates for the demands of the **id** by helping the individual guide his actions to remain within boundaries of righteousness and fairness. It operates according to “**reality principle**”.
3. **Superego** – The superego is the “**conscience**” of a person. It is the moral aspect of personality. It allows a person to feel pride, shame and guilt. Thus, it is largely responsible for making a person follow the moral codes of society. It helps a person weigh his thoughts and actions. **Freud** believed that some people are criminal due to an **overdeveloped superego** which leads to guilt, anxiety and a desire for punishment.

In **contrast** to Freud's notion of criminality caused by overdeveloped superego, **August Aichorn** argued that criminality is rather the result of an **underdeveloped superego**. Aichorn was a psychoanalyst who administered an institution for juvenile delinquents. He observed that many of the incarcerated youths had underdeveloped superegos, and he attributed their criminality to unregulated id.

### **PERSONALITY AND CRIMES**

Some psychological studies have examined the relation between personality and criminality. In the investigation of the differences of personality between criminals and non-criminals carried out in prisons, it showed that inmates are typically more impulsive, hostile, self-centered, and immature than non-criminals. In another study, psychiatrists-psychologists concluded that criminals share abnormal thinking patterns that lead to decisions to commit crimes. They argued that criminals are “angry” people who feel a

sense of superiority, expect not to be held accountable for their acts, and have a highly inflated self-image. Any perceived attack on their glorified self-image elicits a strong reaction, often a violent one.

In general, studies on criminals' personality characteristics have revealed some relationships. However, most data did not reveal any significant differences between criminal and non-criminal psychology. Personality testing has not differentiated criminals from non-criminals.

### **- Personality Disorders and Crime**

**Personality disorders** are called disorders of character; the person here is characterized as a "problematic" without psychoses. This disorder is characterized disrupted personal relationship, dependent or passive aggressive behavior.

### **Classification of Personality or Character Disorders**

#### **Paranoid Personality Disorders**

It is characterized by suspicious, rigidity, envy, hypersensitivity, excessive self-importance, argumentativeness and tendency to blame others of one owns mistakes.

#### **Schizoid Personality Disorders**

This is characterized by the inability to form social relationship and lack of interest in doing so. The person seems to express their feelings, they lack social skills, They are so called "loners".

#### **Schizotypal Personality Disorder**

It is characterized by seclusiveness, over sensitivity, avoidance of communication and superstitious thinking is common.

#### **Histrionic Personality Disorders**

It is characterized by immaturity, excitability, emotional instability and self-dramatization.

### **Narcissistic Personality Disorders**

It is characterized by an exaggerated sense of self – importance and pre- occupational with receiving attention. The person usually expects and demands special treatments from others and disregarding the right and feelings of others.

### **Borderline Personality Disorder**

It is characterized by instability reflected in drastic mood shifts and behavior problems. The person usually displays intense anger outburst with little provocation and he is impulsive, unpredictable and periodically unstable.

### **Avoidance Personality Disorder**

It is characterized by hypersensitivity to rejection and apprehensive alertness to any sign of social derogation. Person is reluctant to enter into social interaction.

### **Dependent Personal Disorder**

It is characterized by extreme dependence on other people – there is acute discomfort and even panic to be alone. The person lacks confidence and feels helpless.

### **Passive – Aggressive Personality Disorder**

It is characterized by being hostile expressed in indirect and non-violent ways . they are so called “stubborn

### **Compulsive Personality Disorder**

It is characterized by excessive concern with rules, order and efficiency that everyone does things their way and an ability to express warm feelings. The person is over conscientious, serious and with difficulty in doing things for relaxation.

### **Anti-social Personal Disorder**

It is characterized by continuing violation of the rights through aggressive, anti- social behavior with our remorse or loyalty to anyone.

**Anti-social Personality Disorders** is actually the “**psychopathic personality disorder**”. The person lack ethical or moral development and the ability to follow approved models of behavior. They are the unsocialized people, which often bring them conflict with the society.

They may be refer to mixed groups of individuals such as unprincipled business people, crooked politicians, imposters, drug pushers, quack doctors, prostitutes etc.

### **MENTAL DISTURBANCES AND CRIMES**

Criminal behavior is also linked to some mental disturbances. These disturbances or disorders come in many forms as follows:

**1. Mental Deficiency** – This is a condition of arrested or incomplete development of the mind existing before the age of eighteen, whether arising from inherent causes or inducted by disease or injury. Mentally deficient persons are prone to commit malicious damage to property and unnatural sex offenses. They may commit violent crime but definitely not crimes involving the use of mentality.

#### **Classes of Mental Deficiency**

- a. Idiots** – persons with mental defect to a degree that they are unable to guard themselves against common physical dangers. Their mentality is comparable to that of two year old child.
- b. Imbeciles** – persons with a mental defect, which though not amounting to idiocy, is yet so pronounced that they are incapable of managing themselves or their affairs.
- c. Feeble-minded** – persons with mental defect, which though not amounting to imbecility, is yet so pronounced that they require care, protection of others, or in the case of children, they appear to be permanently incapable of receiving proper benefit from instruction in ordinary schools.
- d. Morally Defective** – persons with strong vicious or criminal propensities. They require care and supervision and control for their own or for the protection of others.

**2. Psychosis** – This is a common category of mental disorder among youthful offenders and habitual criminals. Psychosis can be functional or organic. It is characterized by infantile level of response, lack of conscience, lack of affection to others and aggression to environment and other people. Psychotic people lose contact with reality and have difficulty distinguishing reality from fantasy. Most of the time, they have severe breakdown in their ability to communicate and they become isolated from others.

The most common type of psychoses are the following:

- a. **Schizophrenia** – This is manifested by delusion or hallucinations or a clear-cut thought disorder. This is also known as “**dementia praecox**”. Sometimes schizophrenics are not logical in their thoughts, as shown by their language. Their personal appearance is dilapidated, and they are liable to impulsive acts and commit suicide.
- b. **Paranoia** – It is a psychotic delusion characterized by incorrect or unreasonable ideas which can be seen as truth by people suffering from this disorder. Paranoia is a Greek term which means a mind beside itself. Paranoid people are suspicious and have that feeling of being persecuted by others, referred to as **psychotic delusion**. In the paranoid's mind the delusion system is firm and is accompanied by clear and orderly thinking because he or she can give rational, distinct and clear reasons for his or her thoughts.

**3. Neuroses** – This is another common type of mental disorder linked to criminal behavior. Neurotic behaviors are those that do not grossly violate social norms or represent severely disorganized personalities. Most neurotic are aware of their problems and may not seek professional help. They do not require hospitalization but are guilty, unhappy and anxious people.

The most common neuroses with their respective symptoms are the following:

- a. **Neurasthenia** – This is a condition of weakened nerves that manifests in fatigue and nervousness and sometimes in physical symptoms such as pain.

- b. **Anxiety** – It is also known as “anxiety state” or “anxiety reaction”, with the person feeling anxious, fearful or apprehensive. The person may also be irritable and restless and has chronic tension, poor concentration and overreaction.
- c. **Obsessive-compulsive disorder** – This is the uncontrollable or irresistible impulse to do something. There may be an active desire to resist this irrational behavior, but the person is prevented by his unconscious motives to act his difficulty or to suffer miserably in his fear. This neurosis may be any of the following:
  - 1. *Kleptomania* – the compulsive desire to steal
  - 2. *Dipsomania* – the compulsive desire to drink alcohol
  - 3. *Pyromania* – the compulsive desire to set fire
  - 4. *Homicidal compulsion*- the irresistible urge to kill somebody
- d. **Hysteria** – This refers to an unhealthy or senseless emotional outburst coupled with violent emotional outbreaks.
- e. **Phobia** – It is generally called exaggerated fears of things that normal people fear to some degree, and fears of things that ordinary people do not fear.

#### Some Common Phobias

Name of Phobia	Object of Fear
Agoraphobia	Open, crowded places
Sociophobia	People or social situations
Acrophobia	Heights
Claustrophobia	Enclosed spaces
Necrophobia	Death and/or the dead
Homophobia	Blood
Autophobia	Being alone
Scotophobia/achluophobia	Darkness
Pyrophobia	Fire
Xenophobia	Strangers, foreigners or aliens

- f. **Depression** – People who suffer from depressive neurosis generally have feelings of pain, hurt, unpleasantness, sadness, rejection, self-pity, helplessness, despair, boredom, pessimism, and rejection. When these feelings become pervasive and affect all aspects of a person's life, depression is said to occur.

**4. Epilepsy** – This is a condition characterized by compulsive seizures and a tendency to mental deterioration. The disease is characterized by reduce emotional control,



stubbornness and irresistibility, impulsiveness, inconsistency in feeling, irritability manifested either by sudden outburst of anger and vicious conduct.

### **INTELLIGENCE AND CRIMES**

The classic studies of Juke and Kallikak families were among the first to show that feeble-mindedness or low intelligence was inherited and transferred from generation to next. Numerous tests were likewise conducted that lead to the development of the use of IQ test as a testing procedure for offenders. The very first results seemed to confirm that offenders had low mental abilities. They were found to be mentally impaired and incapable of managing their affairs.

Authorities such as **Bartol, Wilson and Herrnstein**, - indicated evidence that **intelligence is inherited**, as shown by the numerous studies conducted. They were one in concluding that an estimate of 10-point gap exists on IQ scores between offenders and non-offenders scoring higher. Moreover, most offenders fall in the low normal or borderline range (60-100 points).

Criminologist **Travis Hirschi and Michael Hindelang** also proposed the idea that low IQ increases the likelihood of criminal behavior through its effect on school performance, that is, youths with low IQs do poorly in school, and school failure and academic incompetence are highly related to delinquency and later to adult criminality. **These interferences were later supported by other researchers who continued to prove that IQ and crime are related, though indirect.**

**On the contrary**, very limited evidence is available which can support the said contentions. Studies showed that **forgery, bribery, security violation, and embezzlements** are crimes **committed by offenders with higher IQs** than those offenders in the general population; **assault, homicide, rape and sex offenses** are **committed by offenders with lower IQs** than those of offenders in the general population; and that **high-frequency property offenders, such as burglars, thieves, robbers, drug and alcohol offenders, have IQs that correspond to general population of offenders.**

### The IQ Ranges and their Interpretation

0-20	Profoundly retarded
21-35	Severely retarded
36-50	Moderately retarded
51-70	Mildly retarded
71-90	Slow learner
91-110	average
111-120	Above average
121-140	Superior
141-160	Very superior
161-180	Gifted
181-200+	Genius

**Charles Goring**, studied the mental characteristics of 3,000 English convicts. He found little difference in the physical characteristics of criminals and non-criminals, but **he uncovered a significant relationship between crime and condition he referred to as defective intelligence, which involves such as traits as feeble-mindedness, epilepsy, insanity and defective social instinct.** Goring believed that criminal characteristics were inherited and recommended that people with such characteristics should not be allowed to reproduce.

### COGNITIVE THEORY

This psychological theory of behavior is based on the belief that people organize their thoughts into rules and laws, and that the way in which those thoughts are organized results in either criminal or non-criminal behavior. This organization of thoughts is called **moral reasoning**, and when applied to law, **legal reasoning**.

There are several sub-disciplines of cognitive theory. Perhaps the most important for crime studies is the **Moral Development Theory** pioneered by **Lawrence Kohlberg**. He contended that moral reasoning develops in three stages. He called the first stage, **pre-conventional**; the second stage, **conventional**; and the third, **post-conventional**. He

and his associates conducted studies in which criminals were found to be significantly lower in their moral judgment between than non-criminals of the same social background.

## **BEHAVIORAL THEORY**

The most popular work on behavioural approaches is that **B.F. Skinner**. Behavioral theory is based on the belief that all behavior is learned and can be unlearned, Its major premise is that people alter their behavior according to the reactions it receives from others, Behavior is supported by rewards and extinguished by negative reactions or punishments.

## **PSYCHIATRIC THEORIES**

### **1. The Individual Delinquency (1915) By William Healy**

He claimed that crime is an expression of the mental content of the individual. Frustration of the individual causes emotional discomfort, personality demands removal of pain and the pain is eliminated by substitute behavior, which is the start of the crime delinquency of an individual. He stands on the principles that juvenile delinquency is not in any manner caused by defective organism.

### **2. Alfred Adler (1870-1937)**

Who developed the concept of INFERIORITY COMPLEX. This might be an explanation of crime so that men get attention, and the attention may help to compensate for a person's sense of inferiority. Crime may be the only way some people have of ever getting much attention.

### **3. BROMBERG (Crime and Mind, 1948)**

Claimed that criminality is the result of **emotional immaturity**. Person is emotional matured when he has learned to control his emotion effectively and who lives at peace with himself and in harmony with the standards of conduct which are acceptable to society. An emotionally immature person rebel against rules and regulations tend to engage in unusual activities and experience a feeling of guilt due to inferiority complex.

#### 4. ERIK ERICKSON (1902-1984)

Described the word **IDENTITY CRISIS** which he means a period of serious analysis of man to determine their own values and sense of direction. Adolescent undergoing an identity crisis might exhibit out-of-control behavior and experiment with drugs and other forms of deviance.

#### 5. CARL GUSTAV JUNG (1875-1960)

Developed and popularized the concept of **EXTROVERT and INTROVERT**. These have been utilized in the modern research of psychoanalyst, especially with reference to recidivism and psychopathy.

#### 6. DAVID ABRAHAMSEN

In his **Crime and Human Mind, 1945** explained the causes of crime by this formula "Criminal behavior equals Criminalistics Tendency plus Crime Inducing Situation Divided by the Persons Mental or Emotional Response to Temptation.

#### THE CRIMINAL FORMULA

In explaining the **birth of criminal behavior**, we must consider three factors: criminalistic tendency (T), the total situation (S), and the person's mental and emotional resistance to temptation (R). These factors then can be put into formula as:

$$C = \frac{T + S}{R}$$

Where:

<b>C</b> – Crime/Criminal behavior	(the act)
<b>T</b> – Criminal Tendency	(Desire/Intent)
<b>S</b> – Total Situation	(Opportunity)
<b>R</b> - Resistance to Temptation	(Control)

#### 6. SIR CYRIL BURT (1883-1971)

(**Young Delinquent, 1925**), gave the theory of general emotionality. According to him, many offenses of a particular instinctive drive. An excess of the submissive instinct account for tendency for many criminals to be weak willed or easily led. Fear and

absconding may be due to deficiency in the primitive emotional of love and an excess of the instinct of hate.

## Chapter 6

### SOCIAL STRUCTURAL PERSPECTIVES IN CRIME CAUSATION

Concentric Zone Theory, Social Structure Theory, Social Disorganization Theory, Strain Theory and Culture Deviance Theory

#### Learning Outcomes:

At the end of the lesson you should be able to:

1. discuss the concepts of structural perspective in crime causation and;
2. analyze the social structure theories as fundamental causes of crime.

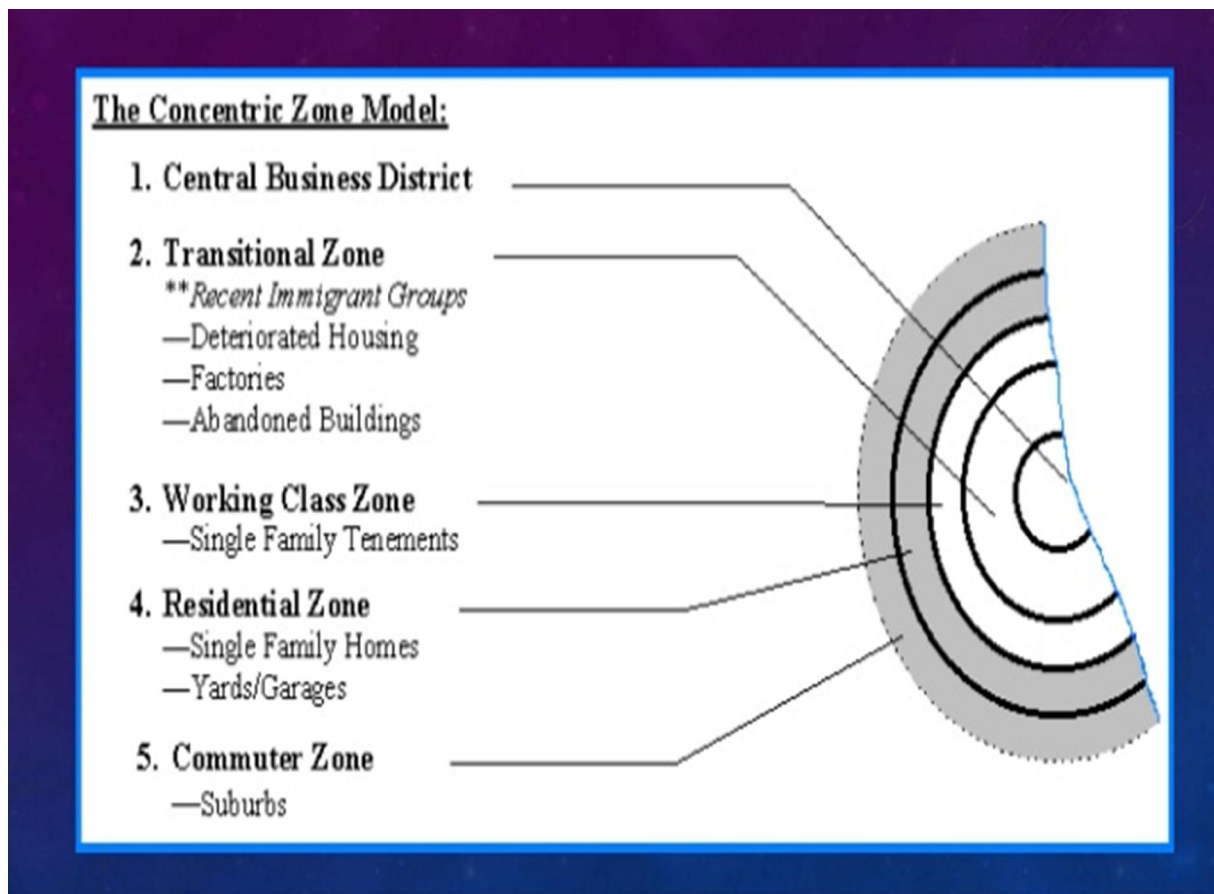
#### I. CONCENTRIC ZONE THEORY

**Robert Ezra Park and Ernest Burgess** proposed a theory of crime known as **concentric zone theory**. They showed that the zones closest to the inner city had the highest prevalence of social ills, notably, unemployment, poverty, reliance on social assistance, and rates of disease. Park and Burgess said that the prevalence of these social problems in the inner zones of the city where social conflict was high led to a condition they called social disorganization.

**Ernest Burgess** of the University of Chicago, sought to explain clear divisions of socioeconomic status within and immediately outside of cities. The disparities from one city block to the next were extremely apparent and Burgess created a tool that has proven to be extremely helpful to future crime study. Working with the city of Chicago, **Burgess examined and identified 5 city zones**, each with its own particular attributes. Though Ernest's original publication from 1928 on concentric circles very blatantly divided these zones by concentration of African Americans within the inner zones (Burgess, 1928), the general make-up of these areas today is predominantly comprised of minorities and those of lower socioeconomic status.

Working from the outer zone inward, **Zone V was titled the Commuters Zone**. This zone was described by Burgess as being inhabited by those that could afford the more expensive "bungalows" common to this zone as well as transportation to the inner city

for entertainment and work (Burgess, 1928). **Zone IV, the Residential Zone**, was described to be inhabited by well-educated, middle class families. **The third zone**, the zone of the Workmen's Homes, is generally inhabited by those that can afford to move beyond the inner-most city limits, second generations of immigrant families (Lersch, 2011). **Burgess describes Zone III** as being close enough to the inner zones as workers can reach workplaces by foot (1928). **Zone II, the Zone in Transition**, is known as **“the least desirable area to live in the city”** (Lersch, 2011). *This area can be described as the melting pot of poor, immigrant, destitute, and criminal* (Burgess, 1928). Ignored by residents and landlords, these areas are distinct in their dilapidated housing and infrastructure (Lersch, 2011). *Drugs, prostitution, gang activity, and general economic misery are all prominent within the second zone. The innermost zone, The Loop, is a business and commerce heavy area that is commuted to by inhabitants of the other four zones.*



## II. SOCIAL STRUCTURE THEORIES

**Social structure theories** emphasize poverty, lack of education, absence of marketable skills, and subcultural values as fundamental causes of crime.

Many criminologists view the disadvantaged economic class position as primary cause of crime. This view is referred to as **social structure theories**. These theories suggest that social and economic forces operating in the deteriorated lower-class areas push many of their residents into criminal behavior patterns. They consider the existence of unsupervised teen age gangs, high crime rates, and social disorder in slum areas as major social problems.

## III. SOCIAL DISORGANIZATION THEORY

**Social disorganization theory** encompasses the notion of social pathology, which sees society as a kind of organism and crime and deviance as a kind of disease or social pathology. Theories of social disorganization are often associated with the perspective of social ecology and with the Chicago School of criminology, which developed during the 1920s and 1930s.

Social disorganization theory is based on the work of **Henry McKay and Clifford Shaw** of the Chicago School. It links crime rates to neighborhood ecological characteristics. A disorganized area is one in which institutions of social control, such as the family, commercial establishments and schools have broken down and can no longer carry out their expected functions. Indicators of social disorganization include high unemployment, school dropout rates, deteriorated housing, low income levels, and large numbers of single-parent households. Residents in these areas experience conflict and despair, and as a result, antisocial behavior flourishes.



## Shaw and McKay Part II – Social Disorganization Theory

### Zone II – the Zone in Transition

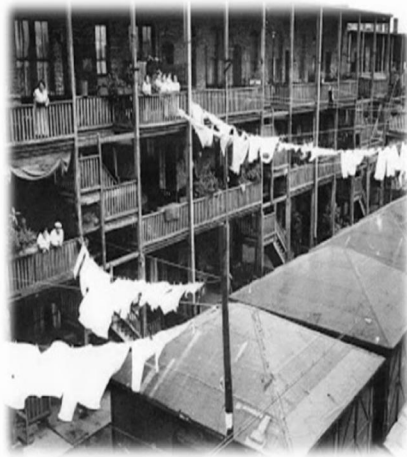


Photo From Chicago History Museum  
Archive, Slums Exteriors

Industry encroaches  
on residences

Smoke and soot

Noise and odors

Deteriorated,  
undesirable housing

## IV. STRAIN THEORY

This theory holds that crime is a function of conflict between the goals people have and the means they can use to legally obtain them. Although social and economic goals are common to people in all economic strata, strain theorists argue that the ability to obtain these goals is class-dependent. People desire wealth, material possessions, power, prestige, and other life comforts. Members of the lower class are unable to achieve these symbols of success through conventional means. Consequently, they feel anger, frustration and resentment, which is referred to as **strain**. Lower-class citizens can either accept their condition, or they can choose an alternative means of achieving success such as theft, violence, or drug trafficking.

The roots of strain theories can be traced to **David Emile Durkheim** notion of **anomie**. Sociologist **Robert Merton** used a modified version of the concept of anomie to fit to social, economic, and cultural conditions found in the modern U.S. society. He suggest that the mainstream culture is saturated with dreams of opportunity, freedom and prosperity; as Merton put it, the American Dream. Most people buy into this dream, and it becomes a powerful cultural and psychological motivation. If the social structure of opportunities is unequal and prevents the majority from realizing the dream, some of them will turn to illegitimate means (crime) in or order to realize it. Others will retreat or drop out into deviant subcultures (gang members, homeless drunks and drug abusers.)

Sociologist **Robert Agnew's General Strain Theory (GST)** helps identify the micro-level or individual influences of strain. Where Merton tried to explain social class differences in the crime rate, **Agnew** tried to explain why individuals who feel stress are more likely to commit crimes. He also offered a more general explanation of criminal activity among all elements of society rather than restricting his views to lower-class crime. He suggested that criminality is the direct result of negative affective states- the anger, frustration, and adverse emotions that emerge in the wake of negative and destructive social relationships. These negative affective states are produced by a variety of sources of **strain**:

- Failure to achieve goals
- Disjunction of expectations and achievements
- Removal of positive stimuli
- Presentation of negative stimuli

## **V. CULTURAL DEVIANCE THEORY**

This theory combines elements of both strain and social disorganization. According to this view, because of strain and social isolation, a unique lower-class culture develops in disorganized neighborhoods. These independent sub-cultures maintain a unique set of values and beliefs that are in conflict with the conventional social norms. Middle-class culture stresses hard work, delayed gratification, formal education, and being cautious; the lower-class subculture stresses excitement, toughness, risk-taking, fearlessness and immediate gratification. The lower class subculture is an attractive alternative because

the urban poor find that is impossible to meet the behavioral demands of middle-class society.

**Albert Cohen** postulated the **Theory of Delinquent Subcultures**. His position was that delinquent behavior of lower-class youths is actually a protest against the norms and values of middle class culture. Because social conditions make them incapable of achieving success legitimately, lower-class youths experience status frustration. As a result, they join in gangs and engage in non-utilitarian, malicious and negativistic behavior.

**Richard Cloward and Lloyd Ohlin** also combined strain and social disorganization principles into portrayal of a gang-sustaining criminal subculture. They agreed with Cohen and found that independent delinquent subcultures exist within society. They suggest that delinquency can result from *differential opportunity* for lower class youth, hence the **Theory of Differential Opportunity**. Such youths may be tempted to take up criminal activities, choosing an illegitimate path that provides them more lucrative economic benefits than conventional, over legal options such as minimum wage-paying jobs available to them.

## Chapter 7

### SOCIAL PROCESS PERSPECTIVES IN CRIME CAUSATION

Differential Association Theory, Social Learning Theory, Neutralization Theory, Differential Identification Theory, Social Control Theory and Social Reaction Theory

At the end of the lesson you should be able to:

1. discuss the concepts of social process perspective in crime causation and;
2. analyze the social process perspective of causes of crime.

#### I. DIFFERENTIAL ASSOCIATION THEORY

**Differential association** is a theory developed by **Edwin Sutherland** proposing that through interaction with others, individuals learn the values, attitudes, techniques, and motives for criminal behavior.

This theory maintains that the society is composed of different group organizations, the societies consist of a group of people having criminalistic tradition and anti-criminalistic tradition. And that criminal behavior is learned and not inherited. It is, learned through the process of communication and learning process includes techniques of committing the crime, motive and attitude.

Sutherland has been referred to as “the most important criminologist of the twentieth century” because his explanation about crime and criminal behavior as the “Dean of Modern Criminology.” He advocated the DAT – Differential Association of Theory, which maintain that the society is composed of different group organization, the societies consist of a group of people having criminality tradition and anti-criminalistic tradition. And that criminal behavior is learned and not inherited. It is, learned through the process of communication and learning process includes techniques of committing the crime, motive and attitude.

#### Sutherland's Nine Propositions

1. Criminal behavior is learned.

2. Crime is learned by participation with others in verbal and non-verbal communications.
3. Families and friends have the most influence on learning process
4. The learning process includes the techniques in committing the crime and the specific direction of motives, drive and attitude.
5. Not everyone in the society agrees that the laws should be obeyed; some people define it unimportant.
6. A person becomes delinquent because of an excess definition favorable to the violation of laws over to the definition unfavorable to the violation of laws.
7. Differential associations vary in frequency, duration, priority and intensity. The extent to which association and definitions will result in criminality is related to the frequency of contacts and their meaning to the individual.
8. The process of learning criminal behavior by association with criminal and anti-criminal pattern involves all the mechanism that are involve in any other meaning
9. While criminal behavior is an expression of general needs and value, it is not explained by those general needs and values, since non-criminal behavior is an expression of the same needs and values.

## II. SOCIAL LEARNING THEORY

**Social Learning Theory**, theorized by Albert Bandura, posits that people learn from one another, via observation, imitation, and modeling. The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation.

People learn through observing others' behavior, attitudes, and outcomes of those behaviors. "Most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action." Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences.

**Differential Reinforcement Theory** proposed by **Ronald Akers** in collaboration with **Robert Burgess**, it is a version of the social learning view that employs **both differential association concepts** along **with elements of psychological learning theory**. According to Akers people learn to be neither "*all deviant*" nor "*all conforming*" but rather strike a

balance between the two opposing poles of behavior. This balance is usually stable, but it can undergo revision over time.

A number of learning process shape behavior, **direct conditioning** also called **differential reinforcement**, occurs when behavior is reinforced by either rewarded or punished while interacting with others. When behavior is punished, this is called negative reinforcement.

### III. NEUTRALIZATION THEORY

This theory is identified with the writings of David Matza and Gresham Sykes. They viewed the process of becoming a criminal as a learning experience in which potential delinquents and criminals master techniques that enable them to counterbalance or neutralize conventional values and drift back and forth between illegitimate and conventional behavior. Matza argued that even the most committed criminals and delinquents are not involve in criminality all the time; they also attend schools, family functions and religious services. Their behavior can be conceived as falling along a continuum between total freedom and total restraint. This process, which Matza calls **drift** – refers to the movement from one extreme behavior to another resulting in behavior that is sometimes unconventional, free, or deviant, and that other times constraint and sober.

A person according to Matza may learn **techniques of neutralization** in order to temporarily “**drift away**” from conventional behavior and get involved in more subterranean values and behaviors including crime and drug abuse. The following are the techniques of neutralization for a person to justify law-violating behavior and drift away from the rules of normative society and participate in subterranean behaviors (Siegel, 2004):

1. **Denial of Responsibility.** Young offenders sometimes claim their unlawful acts were simply not their responsibility. “They made me do it”
2. **Denial of Injury.** Criminals are able to neutralize their behavior by denying the wrongfulness of their act. “They have insurance”. “What's one ballpen to a big stone”.

3. **Denial of Victim.** Criminals would neutralize their acts by maintaining that the victim of crime “had it coming”. In this case, the criminal would blame his victim.

4. **Condemnation of the Condemners.** A criminal would view the world as a corrupt place. Example: criminal would just say that judges are on the take because of their judgement accused been sent to prison. Other criminal would say” Teachers show favouritism”.

5. **Appeal to Higher Loyalties.** Novice criminals often argue that they are caught in the dilemma of being loyal to their own peer group while at the same time attempting to abide by the rules of the larger society. Example: The criminal would say “Only cowards run away”.

Sykes and Matza based their theoretical model on these observations:

- Criminals sometimes voice a sense of guilt over their illegal acts
- Offenders frequently respect and admire honest, law-abiding citizens
- Criminals draw a line between those whom they cannot victimize and those whom they cannot.
- Criminals are not immune to the demands of conformity

#### **IV. DIFFERENTIAL IDENTIFICATION THEORY**

Advocated by Daniel Glaser sometimes called as **ROLE THEORY**. This theory had been derived from DAT of Sutherland. It was maintained that a person pursues criminal behavior to the extent that he identifies himself with real or imaginary persons from whose perspective his criminal behavior seems acceptable. A person with propensities of becoming a thief will consider thieves as their ideal person to identify themselves.

#### **V. SOCIAL CONTROL THEORY**

Another approach is made by the social bond or **social control theory**. These theories try to explain why people **do not** become criminal. **Travis Hirschi** identified **four main characteristics**; “attachment to others”, “believe in moral validity of rules”,

“commitment to achievement” and “involvement in conventional activities”. The more a person features those characteristics, the less are the chances that he or she becomes deviant or criminal. On other hand, if those factors are not present in a person; it is more likely that he or she might become criminal. Hirschi expanded on this theory, with idea that a person with low self-control is more likely to become criminal.

#### **4 elements of social bonds**

**1. Attachment** (“attachment to others”) – refers to a person’s sensitivity to and interest in others. Attachment to the parents is the most important. Hirschi views parents, peers, and schools as the most important social institutions with which a person should maintain ties.

**2. Commitment** (“commitment to achievement”)- involves the time, energy, and effort expended in conventional lines of action, such as getting an education and saving money for the future. Lack of this, an individual may commit risk-taking behavior and, such as crime, becomes a reasonable behavior alternative.

**3. Involvement** (“involvement in conventional activities”) – heavy involvement in conventional activities in school, recreation and family leaves little time for illegal behavior.

**4. Belief** (“believe in moral validity of rules”) – people who live in the same social setting often share common moral goal beliefs; they may adhere to such values and as sharing, sensitivity to the rights of others, and admiration of the legal code. If these beliefs are absent weakened, individuals are more likely to participate in antisocial or illegal acts.

#### **VI. SOCIAL REACTION THEORY**

Commonly called as **“labeling theory”**, the focus of social reaction theory is the criminalization process – the way people and actions are defined as criminal. The distinguishing feature of all “criminals” is that they have been the object of a negative social reaction. Throughout their lives, people are given variety of symbolic labels and ways to interact with others. Negative labels include “troublemaker”,



“mentally ill”, and “stupid”. These labels reduce self-image of the individual. The less personal power and fewer resources a person has, the greater the chance he or she will become labeled.

### **Labeling Theory**

This theory states that the reaction of other people and the immediate effects of these reactions create deviance. Once it become known that a person has engaged in a delinquent behavior, said person is segregated from society, and label such as “thief”, “drug addict” and “criminal”, is attached to the person.

## Chapter 8

### OTHER SOCIOLOGICAL THEORIES OF CRIME CAUSATION

#### Anomie Theory and Containment Theory

At the end of the lesson you should be able to:

1. discuss the anomie theory and containment theory.

#### **I. ANOMIE THEORY -David Emile Durkheim** (French, 1858-1917)

He advocated the “**Anomie Theory**”, the theory that focused on the sociological points of the positivist school which explains that absence of norms in a society provides a setting conducive to crimes and other anti-social acts. According to him, the explanation of human conduct lies not in the individual but in the group and the social organization.

Durkheim proposed the following principals:

- Crime is a natural thin ion the society
- The concept of wrong is necessary to give meaning to right,
- Crime help society for changes – it mean that a society to be flexible to permit positive deviation must permit negative deviations as well.

He also maintained that crime is an “important ingredient of all healthy societies because crime make people more aware of their common interest and help to define appropriate, moral, or lawful behavior.

#### **II. CONTAINMENT THEORY - Walter Reckless (1899-1988)**

A broad analysis of the relationship between personal and social controls is found in Walter Reckless Containment Theory. This theory is a form of control, which suggests that a series of both internal and external factors contributes to criminal behavior (Schmallegger, 1998). The Containment Theory assumes that for every individual there exist a containing external structure and a protective internal structure, both of which provide defense, protection and insulation against crime and delinquency. According

to Reckless, the outer structures of an individual are the external pleasures such as poverty unemployment and blocked opportunities while the inner containment refers to the person's self-control ensured ego, good self-image, well developed conscience, high frustration tolerance and high sense of responsibility.

## Chapter 9

### CRITICAL PERSPECTIVE IN CRIME CAUSATION

Conflict Theory, Instrumentalist Theory, Left Realism, Feminist Theory and Power Control Theory.

At the end of the lesson you should be able to:

1. discuss the critical perspective/theories of crime causation;
2. analyze the concept of critical theories.

#### I. CONFLICT THEORY

**Conflict theory** assumes that society is based primarily on conflict between competing interest groups- for instance, the rich against the poor, management against labor, men against women, adult against children. One of the earliest theorists to apply conflict theory to the study of crime was **George Fold**.

#### II. INSTRUMENTALIST THEORY

By **Richard Quinney** - a Marxist criminologist, who advocated the **Instrumentalist Theory of capitalist rule**. He argued that the state exist as a device for controlling the exploited class- the class that labors for the benefit of the ruling class. He claims that upper classes create laws that protect their interest and the same time the unwanted protect of all other members of society.

Quinney major construction is that he proposed the shift in focus from looking for the causes of the crime from the individual to the examination of the Criminal Justice System for clues.

#### - CRITICAL THEORIES

**Critical criminology** is a perspective that contains theories that challenge the stereotypical view of why people offend and forces us to examine social, political, and economic factors as the reasons why people offend. Some of the critical theories of

criminology include the following: Left Realism, Feminist Theory and Power-Control Theory.

**Critical criminology** is a theoretical perspective in criminology which focuses on challenging traditional understandings and uncovering false beliefs about crime and criminal justice, often but not exclusively by taking a conflict perspective, such as Marxism, feminism, political economy theory or **critical theory**. **Critical criminology** frequently takes a perspective of examining the genesis of crime and nature of 'justice' within the social structure of a class and status inequalities. Law and punishment of crime are viewed as connected to a system of social inequality and as the means of producing and perpetuating this inequality. Critical criminology also seeks to delve into the foundations of criminological research to unearth any biases.

### **III. LEFT REALISM**

**Left realism** is just one political ideology that focuses on the causes of crime and deviance. **Left realists** believe that living in a capitalistic society, a society where private entities control trade and industry instead of the state, is the main cause for crime. In a capitalistic society, there is cultural inclusion, meaning that everyone who lives within this society can pursue the ideals and concepts under capitalism.

Essentially, they are consumers; however, most are economically excluded, meaning that they can't afford the things that others can to be relevant in a capitalistic society. Therefore, those who are economically excluded resort to crime and deviant behavior to fill the void left by not being able to buy all the crap that advertising tells them they should.

#### **Reasons for Crime**

There are three major reasons for people to commit crimes. Again, the primary considerations for Left realists are those individuals who are economically excluded. Usually, this means poor or minorities. Relative desperation, subculture and marginalization are the three factors that contribute to crime and deviance, according to left realists. These three factors create the criminogenic triangle, and each factor works off another to create a criminal or deviant motivation:

**Relative deprivation** - the rise of social media has made this factor the frontrunner for developing a criminal perspective. More people are exposed to advertising and consumerist propaganda, and at the same time, they are continually exposed to how much they don't have or can acquire by seeing all the things everybody else does. This constant bombardment of the unattainable is economic exclusion.

**Marginalization** - Essentially, this is what happens when groups and demographics of people are left without a voice. Consider the Black Lives Matter movement. This was started because African-Americans felt that they were not being treated as fairly as whites.

**Subculture** - This is an acceptance of resorting to illegal means to attain desires. Theft, drug dealing, robbery all become a way of life in some of the communities that are suffering from economic exclusion.

#### **IV. FEMINIST THEORY**

Feminist criminology evolved when various assumptions and stereotypes about women in criminal justice were being questioned. Such questions included women as professionals as well as women as offenders and victims.

To provide a better understanding of feminist theories of crime, it is essential to stress that there is no one feminist perspective. Rather, there are various feminist perspectives.

Feminism is a belief that women and men are inherently of equal worth. Because most societies privilege men as a group, social movements are necessary to achieve equality between women and men, with the understanding that gender always intersects with other social hierarchies.

#### **FEMINIST PERSPECTIVES ON GENDER**

##### **1. TRADITIONAL OR CONSERVATIVE PERSPECTIVE**

Kathleen Daly and Meda Chesney-Lind highlighted key features of the traditional or conservative perspective. **Traditional or conservative perspective** maintained that the

causes of gender inequality are due to biological sex differences, including hormonal differences.

**Traditional or conservative perspective also** identified the process of how gender is formed. **The conservative perspective** stresses that social behavior is based on these biological sex differences. These biological sex differences can be amplified to explain social behavior, such as greater strength and innate aggression among males as well as innate nurturing and caregiving among females.

## **2. LIBERAL FEMINISM**

**Liberal feminism**, *also termed mainstream feminism*, is founded on political liberalism, which holds a positive view of human nature as well as the ideals of liberty, equality, justice, dignity, and individual rights. A major feature of liberal feminism is that women should receive the same rights and treatment as men. This perspective purports that gender inequality is due to women's blocked opportunities to participate in various aspects of the public sphere, such as education, employment, and political activity.

## **3. RADICAL FEMINISM**

**Radical feminism** evolved from the women's liberation movement of the 1960s. **This perspective emphasizes** the importance of personal feelings, experiences, and relationships. Gender is a system of male dominance, and women's biology is the main cause of patriarchy.

The cause of gender inequality, according to this perspective, is based on men's need or desire to control women's sexuality and reproductive potential. Further, the process of gender formation is founded on the power relations between men and women, in which boys and men view themselves as superior to and having a right to control girls and women. These relations are further intensified through heterosexual sexuality, as defined by men.

## **4. MARXIST AND SOCIALIST FEMINISM**

**Marxist feminism** places gender in the context of production methods. The burdens of physical and social reproduction in the home are operated and reinforced in a male-

dominated economic and political order. The causes of gender inequality are due to hierarchical relations of control with the increase of private property and ownership among men. Class relations are primary, and gender relations are secondary.

Marxist feminism focuses essentially on work-related inequalities, as well as enhancing our understanding of the trivialization of women's work in the home (e.g., raising children, doing housework) and the tedious, poorly paid jobs predominately occupied by women.

**Socialist feminism** attempts to synthesize radical and Marxist feminism. **This perspective** attempts to integrate concepts such as male domination and political-economic relations. **Social feminists** focus on gender, class, and racial relations of domination. They differ from Marxist feminists in that both class and gender relations are deemed primary. Within the socialist feminism perspective, there are two general themes: **(1) two-system explanations of women's oppression** and **(2) interactive-system explanations of women's oppression**. Under the two-system explanations, these emphases are less committed to the Marxist-founded framework. Rather, they maintain that patriarchy, not capitalism, may be women's ultimate worst enemy. The interactive-system explanations attempt to illustrate that both capitalism and patriarchy are equal contributors to women's oppression; they are interdependent.

## 5. POSTMODERN FEMINISM

**Postmodern feminism** is a more contemporary intellectual movement that has been modified and adapted by feminist theory. **This perspective** rejects the traditional assumptions about truth and reality; the emphasis is more on the plurality, diversity, and multiplicity of women as distinct from men. Postmodern feminists reject ideas centered on an absolute world that is "male" in style. They also reject any attempts to provide a single explanation or steps women must take to achieve liberation (i.e., a feminist "to-do list"). Those who identify themselves as postmodern feminists "invite each woman who reflects on their writings to become the kind of feminist she wants to be. There is, in their estimation, no single formula for being a 'good feminist'.

## Traditional Theories of Female Crime



From antiquity to the present, cultures have categorized women into “either/or” roles. One such pervasive conceptualization is the Madonna/whore duality. This cultural ideology has been reflected and perpetuated by the criminal justice system. It is grounded in two contrasting perceptions of the female “nature” or sexuality. The Madonna image personifies women as faithful and submissive wives, as well as nurturing mothers. The whore image portrays women as temptresses who prey on a man’s sexuality and self-control. Inherent in this dichotomization are class and racial/ethnic assumptions. The Madonna image was primarily restricted to women from white, middle- to upper-class backgrounds.

Theories of female criminality emerged within cultural context and the prevailing assumptions regarding women. The development of such theoretical constructs illustrates that “those women who do commit offenses are judged to be either criminal by nature or pathological because they deviate from the ‘true’ biologically determined nature of women which is to be law abiding.”

**Nicole Rafter Hahn** argued that a woman was usually deemed “bad” if she had one of the following characteristics: (1) She was indecisive and lacked “moral fortitude,” (2) she was promiscuous, or (3) she was irresponsible, because she was loosening not only her morals and values but also those of her mate and descendants.

## **CESARE LOMBROSO**

One of the earliest theorists focusing on the female offender was **Cesare Lombroso**. In his book **The Female Offender**, Lombroso emphasized the physiological and psychological determinants of female criminality rather than socializing factors or social-structural constraints.

## **W. I. THOMAS**

**W. I. Thomas** argued that there are basic biological differences between males and females. For instance, maleness is “katabolic,” which denotes the animal force that uses the destructive release of energy, resulting in the potential for creative work. Femaleness is “anabolic,” which denotes motionless, lethargic, and conservative energy. Thus, females were seen as passive and motionless, while males were seen as

active and dynamic. In his subsequent work, Thomas focused on female delinquency. This work was noted for a transition from physiological explanations to more sophisticated theoretical explanations that incorporate physiological as well as psychological and social-structural explanations.

Thomas maintained that humans essentially have four desires: (1) the desire for new experience, (2) the desire for security, (3) the desire for response, and (4) the desire for recognition. The desire for new experience and the desire for response were the two wishes that influenced criminal behavior. Therefore, Thomas argued that a woman who went into prostitution did so to satisfy a desire for excitement and response; for a woman, prostitution was the most likely option to satisfy those needs. Environmental factors were also incorporated in Thomas's work. For instance, he maintained that "when crime and prostitution appear as professions they are the last and most radical expressions of loss of family and community organization.

## **SIGMUND FREUD**

Many early theories of female deviance embraced the psychoanalytic writings of Sigmund Freud. Many of these theories evolved from two key concepts: (1) the structure of the personality and (2) the psychosexual stages of development of the child. **Freud perceived women as anatomically inferior—biologically destined to be wives and mothers.** The basis for this inferiority is that women's sex organs are inferior to men's sex organs. This is further argued by noting that the girl assumes that she has lost her penis as a punishment; as a result of this assumption, she is traumatized and matures with a sense of envy and vengeance. The boy also realizes that the girl has lost her penis; he fears a similar punishment and is wary of the girl's envy and vengeance. Thus, "women are exhibitionistic, narcissistic, and attempt to compensate for their lack of a penis by being well dressed and physically beautiful." The Freudian orientation is not just restricted to this form of penis envy for understanding female deviant behavior. Freud also maintained that women are inferior because they are more concerned with personal matters and have very little interest in social issues.

## **OTTO POLLAK**

In his 1950 book **The Criminality of Women**, Otto Pollak's concluding statement was that "the criminality of women reflects their biological nature in a given cultural setting." Pollak argued that women are more criminal in nature than many have generally perceived. **He suggested that criminologists should address the following three questions: (1) Are those crimes in which women seem to participate exclusively, or to a considerable extent, offenses that are known to be greatly underreported; (2) Are women offenders generally less often detected than are men offenders; (3) Do women, if apprehended, meet with more leniency than do men.** This unknown criminality is essentially due to women's deceitful nature and the "masked" quality of female criminality. He maintained that "the criminality of women is largely masked criminality."

## **DORIE KLEIN**

In her classic essay on female crime, Dorie Klein revealed that theorists such as Lombroso, Thomas, Freud, and Pollak focused primarily on women's biology (i.e., their sexuality) or some type of psychological problem. Klein argued that these theorists focused on women's sexuality or other stereotypical traits, such as women being manipulative, to explain criminal behavior. They did not, however, examine economic, political, or social factors that provide a more comprehensive understanding of female criminality.

Twenty years after her essay on female crime, Dorie Klein included an afterword; she maintained that feminist criminologists need to address three major challenges:

- (1) continue to search for the scientific basis of theories of men's and women's criminal behavior;
- (2) re-examine gender and racial/ethnic biases in the social sciences, and
- (3) develop a new definition of crime.

## **V. POWER CONTROL THEORY**

**John Hagan** and his colleagues developed the power-control theory, incorporating a conflict-oriented theory with social control theory. **The power-control theory** attempted to explain gender differences in delinquency rates by including family dynamics.

Specifically, Hagan argued that youths from families characterized as patriarchal (i.e., mother has lower status than father) revealed greater gender differences in delinquency rates compared with youths from more egalitarian homes (i.e., parents have same status or mother is the only parent in the home).

The argument was that female youths from more egalitarian families were encouraged to engage in risk-taking behaviors—just as their brothers were. Risk-taking behavior is considered to be related to delinquent behavior. Alternatively, female youths from patriarchal families were encouraged to avoid risk-taking behavior—unlike their brothers. Thus, these female youths were less likely to engage in delinquent behavior.

An integral aspect to the relationship between family dynamics, gender, and delinquency rates was social class. Hagan and his colleagues stressed the importance of class structure in the gender–delinquency relationship. While in all classes males are freer to engage in delinquent behavior than females, males in more powerful classes are the freest to engage in such behavior compared with males in less powerful classes. As a result, individuals especially those from various social classes—experience power relationships in the large society differently. Specifically, the social reproduction of gender relations refers to those activities, institutions, and relationships that are involved in maintaining and reinforcing gender roles. These activities include those individuals responsible for caring for, protecting, and socializing children for their adult roles. According to this theoretical perspective, family class structure shapes the social reproduction of gender relations, which then influences rates of delinquency. These power relationships in the larger society are reflected in the family relationships. Evaluations of the power–control theory reveal inconsistent findings; others have maintained that the power–control theory is just a variation of the liberation thesis (i.e., the mother's liberation causes the daughter's criminal behavior).

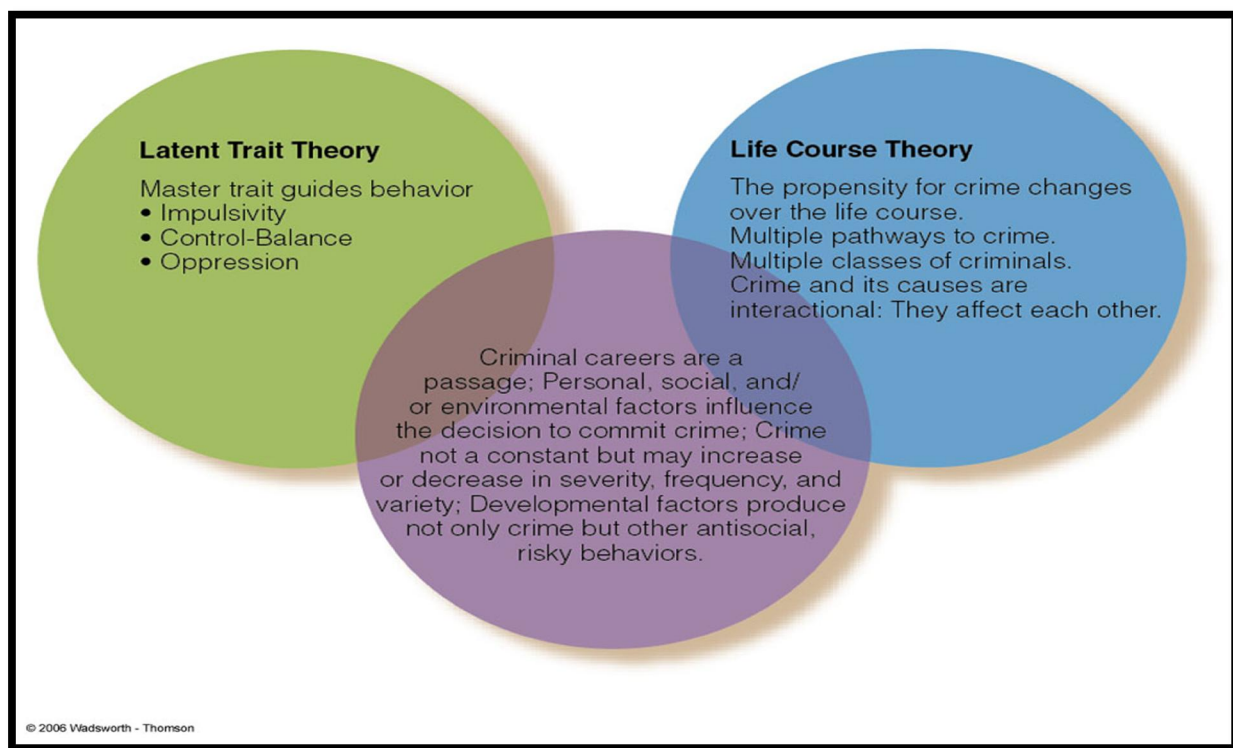
## Chapter 10

### DEVELOPMENTAL PERSPECTIVES IN CRIME CAUSATION

#### Latent Trait Theories and Life Course Theories

At the end of the lesson you should be able to:

1. discuss the latent trait and life course theories of crime causation.



#### I. LATENT TRAIT THEORIES

**Latent trait theory** seeks to provide a reason for crime. The theory states that certain people have a personal characteristic that is responsible for their need to commit crime. The individual is often not responsible for what they do because their impulses are controlled by this specific trait. Also, the individual does not commit crime unless there is opportunity. This means that unless the individual is secure in the fact that they will be successful, they will not commit crime. So the trait only prompts the individual to crime when the environmental conditions are right.

**Master Trait:** Personal attributes may be present at birth or established early in life, and it remains stable over time, i.e., damaged or impulsive personality, defective intelligence, genetic abnormalities, and environmental influences on brain functions such as drugs, chemicals, and injuries.

Regardless of gender, those who maintain one of these suspect traits may be at risk to crime and criminal careers.

Propensity to commit crime is stable, criminal opportunities fluctuate over time, maturity brings less opportunity.

Early social control and proper parenting can reduce criminal propensity.

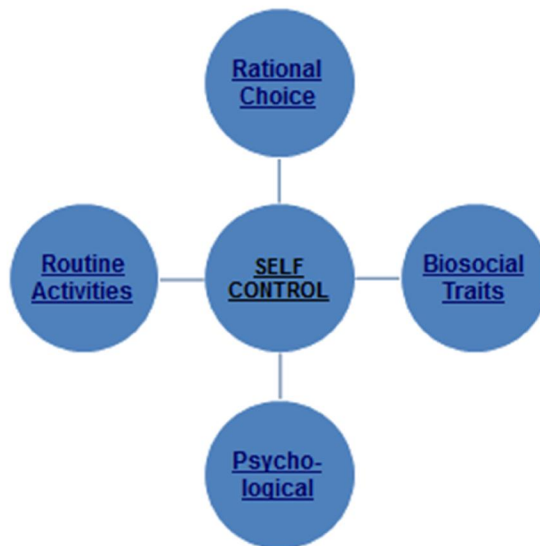
## **1. General Theory of Crime – Travis Hirschi and Michael Gottfredson**

**Hirschi's** collaboration with the American criminologist **Michael R. Gottfredson** resulted in **A General Theory of Crime** (1990), which defined crime as “acts of force or fraud undertaken in pursuit of self-interest.” Arguing that all crime can be explained as a combination of criminal opportunity and low self-control, Gottfredson and Hirschi hypothesized that a child's level of self-control, which is heavily influenced by child-rearing practices, stabilizes by the time he reaches the age of eight. Thus, they identified parenting as the most decisive factor in determining the likelihood that a person will commit crimes. Children reared in settings of neglect or abuse, for example, will be more likely to commit criminal acts, while children raised in supervised homes, where punishment is a consequence of bad behaviour, will be more likely to withstand temptations toward criminal conduct. In addition to criminal and delinquent acts, low self-control is manifested in tendencies to be “impulsive, insensitive, physical, risk-oriented, short-sighted, and nonverbal.”

- Michael Gottfredson and Travis Hirschi modified social control theory and integrated concepts of biosocial, psychological, routine activities, and rational choice theories
- GTC considers the offender and the criminal act as separate concepts

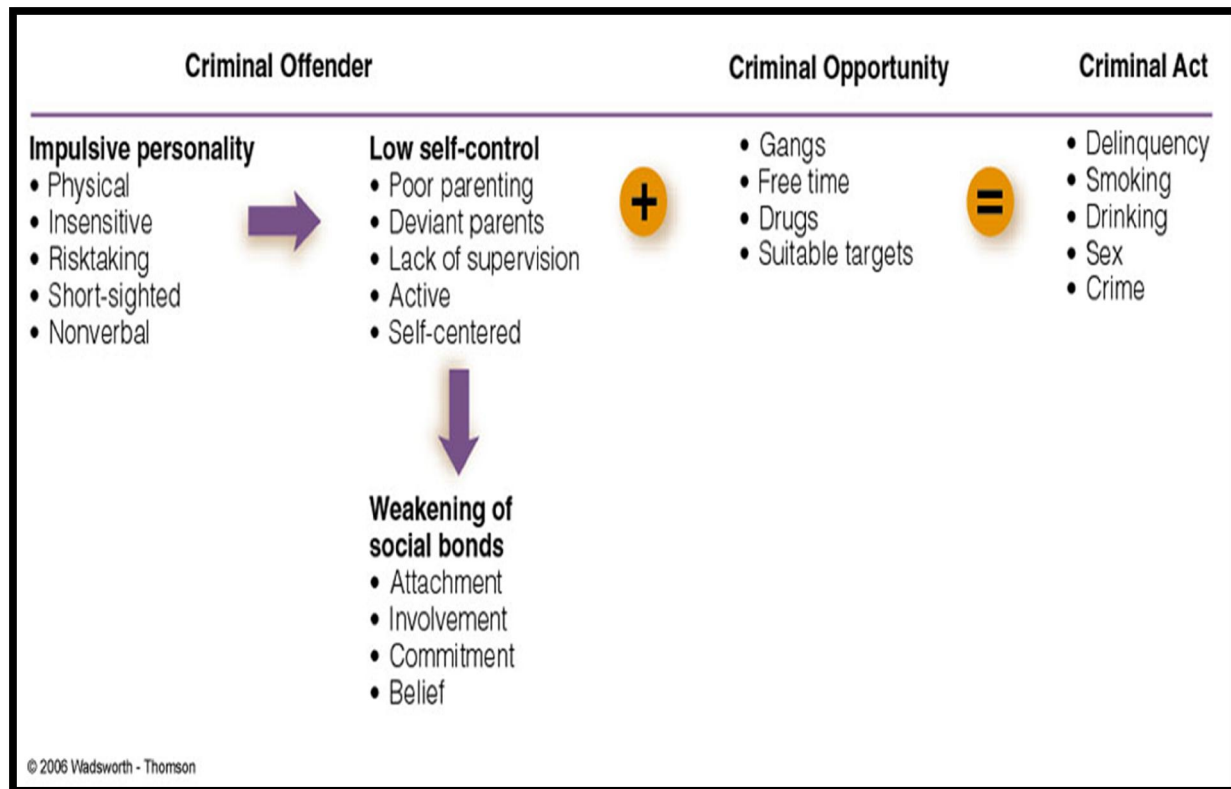
- People commit crime when it promises rewards and they are predisposed to commit crime
- Tendencies to commit crime is contingent on a person's level of self-control
- Root of poor self-control is traced to inadequate child-rearing practices
- Gottfredson and Hirschi maintain the GTC explains all varieties of criminal behavior

### GTC: Criminal Acts and the Criminal Offender



### The General Theory of Crime Gottfredson and Hirschi





## 2. Coercion Theory & Crime – Mark Colvin

**Differential coercion theory** is a theory in criminology that explains the relationship between coercion and the likelihood of committing a crime. Developed by sociology professor Mark Colvin in the year 2000, the theory is based on the idea that juveniles who are exposed to negative experiences in their homes and social lives are more likely to lack in certain social and psychological areas. This increases their chances of committing a crime in the future.

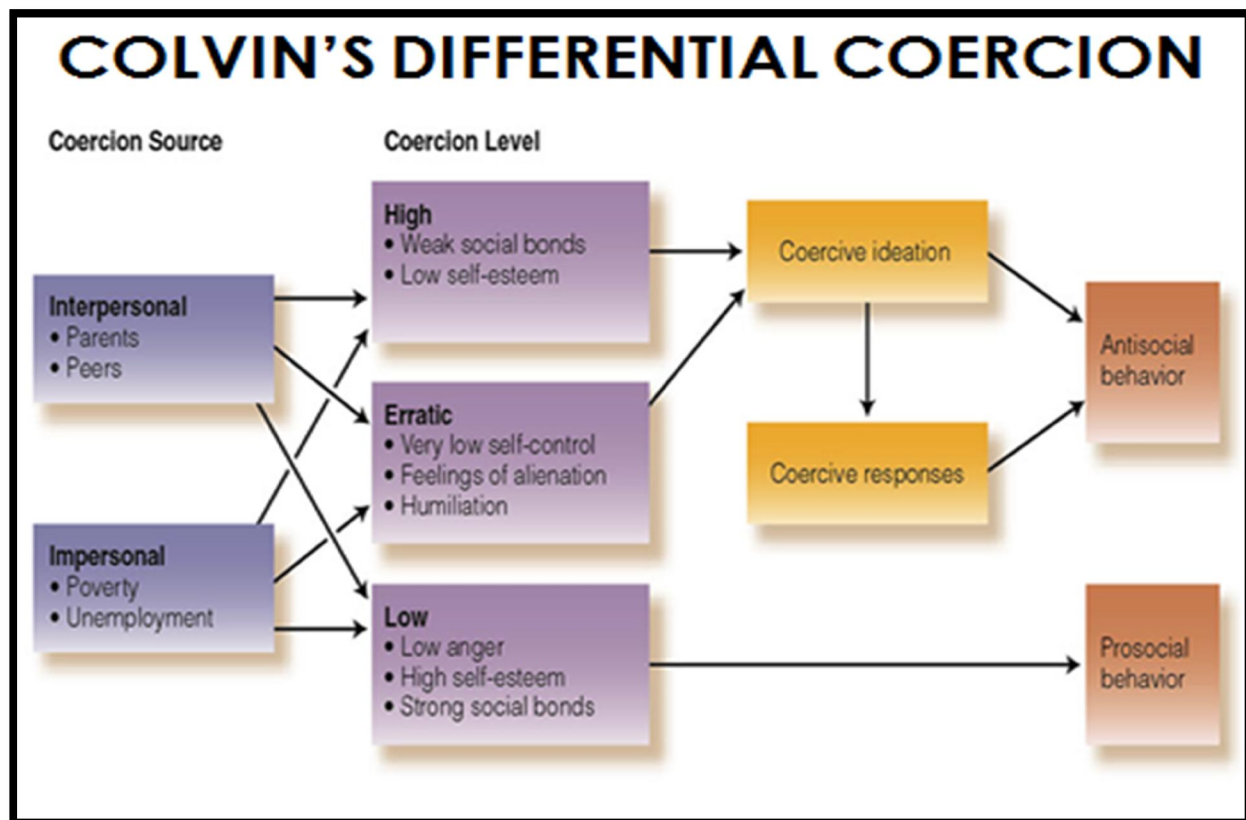
**Coercion** is a force that causes actions out of fear or anxiety. This coercion can exist between individuals, for example, physical abuse in the home. Or it can exist in larger social contexts, such as poverty, homelessness, or violent victimization in the streets.

**Low self-control** is produced by experiences a person has with destructive social forces called coercion.

**Mark Colvin suggests coercion as a master trait for criminality:**



- Interpersonal coercion or direct coercion: Use or threat of force and intimidation from parents, peers, and significant others.
- Impersonal coercion: Coercion beyond individual control; i.e., economic and social pressure caused by unemployment, poverty, and competition.
- Maintaining self-control is contingent on the function, type and consistency of coercion
- To reduce crime, society must enhance legitimate social support and reduce the forces of coercion



### 3. Control Balance Theory – Charles R. Tittle

**Control balance** is an original theory of deviant behaviour created by Charles R. Tittle, who first presented the theory in his book *Control Balance: Towards a general theory of deviance*. Charles Tittle's control balance theory suggests that deviance is likely to

occur either when people are much more controlled than controlling or when they are much more controlling than controlled. The theory finds control ratios to influence motivation (developed from predisposition), provocation, opportunity and constraint. Control balance theory states that deviant acts are the result of both insufficient and excessive control.

- Charles Tittle suggest control has two elements that when out of balance produce deviant and criminal behaviors
  1. The amount of control one is subject to by others
  2. The amount of control one can exercise over others
- Three types of behavior restores balance for those who sense a deficit:
  1. **Predation:** theft, rape, murder, assault, fraud and sexual harassment
  2. **Defiance:** vandalism and political protests
  3. **Submission:** passive obedience to the expectations, commands or desires of others
- Those with an excess of control engage in:
  1. **Exploitation:** corporate price-fixing, profiteering from manufacturing processes, influence peddling by political figures
  2. **Plunder:** pollution by oil companies with a subsequent price increase to cover costs of clean up
  3. **Decadence:** group sex with children, humiliating people for entertainment and sadistic torture

## **Control-Balance Theory:**

The amount of  
control one is subject  
to by others – **deficit**  
control can lead to:

**Predation**  
**Defiance**  
**Submission**

The amount of  
control one can exercise  
over others – **excessive**  
control can lead to:

**Exploitation**  
**Plunder**  
**Decadence**

**Conformity results when these two elements are in  
balance: control imbalances produce  
deviant and criminal behaviors**

## **II. LIFE COURSE THEORIES**

- Criminality is influenced by individual characteristics, social experiences, economic and environmental factors.
- People change over the life course.
- Criminal involvement changes over time as a result of life transitions.
- A variety of pathways to crime.

### **1. The Glueck Research**

- Popularized the research on the life cycle of delinquent careers
- “The deeper the roots of childhood maladjustment, the smaller the change of adult adjustment”
- Family relations are paramount in terms of quality of discipline and emotional ties with parents
- Children with low IQ's, a background of mental disease, and a powerful physique were most likely to be delinquent

### **2. Life Course Concepts**

- Rolf Loeber and Marc LeBlanc devoted time to the evolution of the criminal career
- Attention should be given to how a criminal career unfolds
- People may show a propensity of offend early in their lives

### **3. Problem Behavior Syndrome**

It suggests that the tendency to simultaneously engage in more than one form of illicit behavior constitutes proneness toward deviance, which is sometimes referred to as **Problem Behavior Syndrome**.

Criminal behavior is one of many antisocial behaviors that cluster together and typically involve family dysfunction, sexual and physical abuse, substance abuse, smoking, and precocious sexuality.

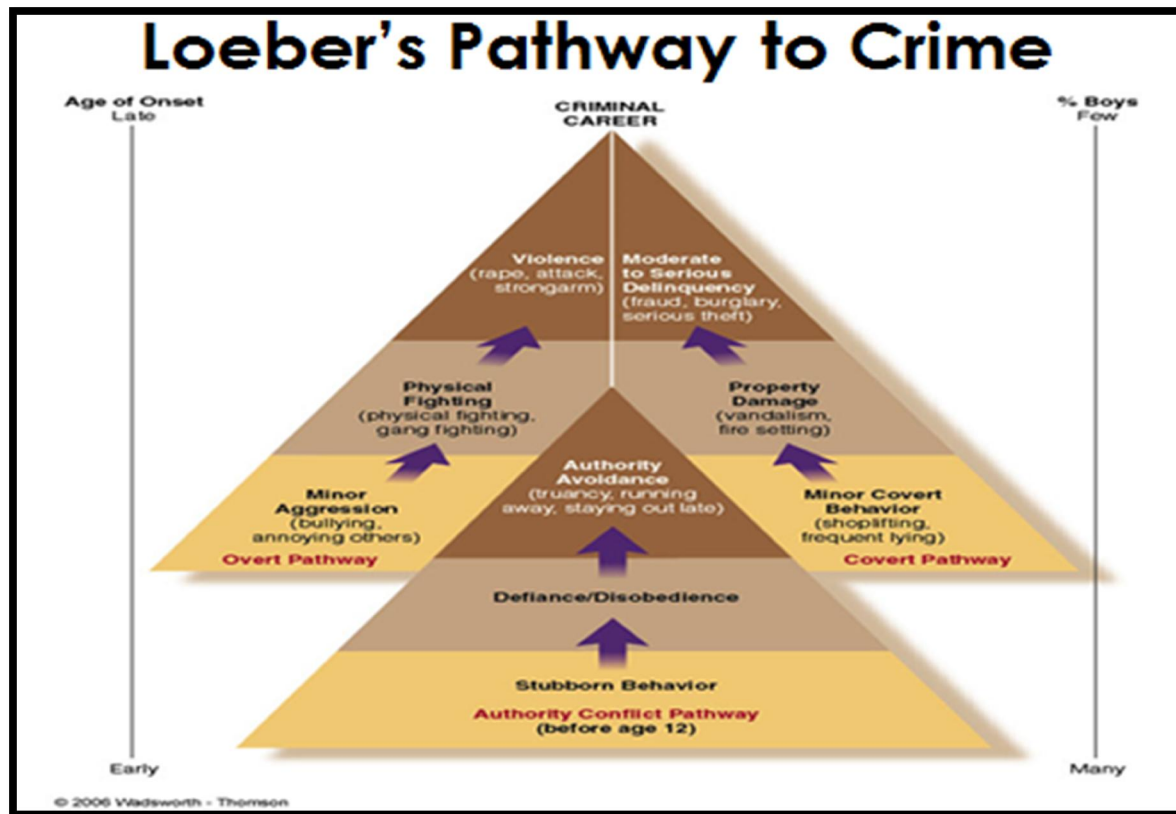
All varieties of criminal behavior may be part of a generalized PBS

- Unemployment
- Educational underachievement
- School misconduct
- Residing in high crime and disorganized areas
- Exposure to racism and poverty
- Personal problems such as suicide attempts, sensation seeking, early parenthood, accident-proneness, medical problems, mental disease, anxiety, and eating disorders

#### **4. Pathways to Crime**

Developmental sequences in disruptive behavior from childhood to adolescence are traced retrospectively and prospectively in two community samples of boys. Three developmental pathways are distinguished: **(a) an early authority conflict pathway**, consisting in sequence of stubborn behavior, defiance, and authority avoidance; **(b) a covert pathway**, consisting of minor covert behaviors, property damage, and moderate to serious forms of delinquency; and **(c) an overt pathway**, consisting of aggression, fighting, and violence.

- Loeber and associates identified three distinct pathways to a criminal career
  - Authority conflict: begins at an early age with stubborn behavior
  - Covert pathway: begins with minor underhanded behavior and leads to property damage
  - Overt pathway: escalates into aggressive acts and then to violence



## 5. Age of Onset/Continuity of Crime

- Life course theory suggests criminal careers are planted early in life
- May begin with truancy, cruelty to animals, lying, and theft
- Some offenders peak at an early age, whereas others persist into adulthood
- Continuity and desistance: Poor parental discipline and monitoring may be key to early criminality
- Rejection by peers and academic failure sustains antisocial behavior

## 6. Gender Similarities and Differences

- Like boys, early onset girls continue to experience difficulties such as drug/alcohol use, poor school adjustment, mental health problems, and a variety of relationship dysfunctions

- Early onset path for males results in problems at work and substance abuse
- Early onset pathways for females are more likely to lead to depression and a tendency to commit suicide

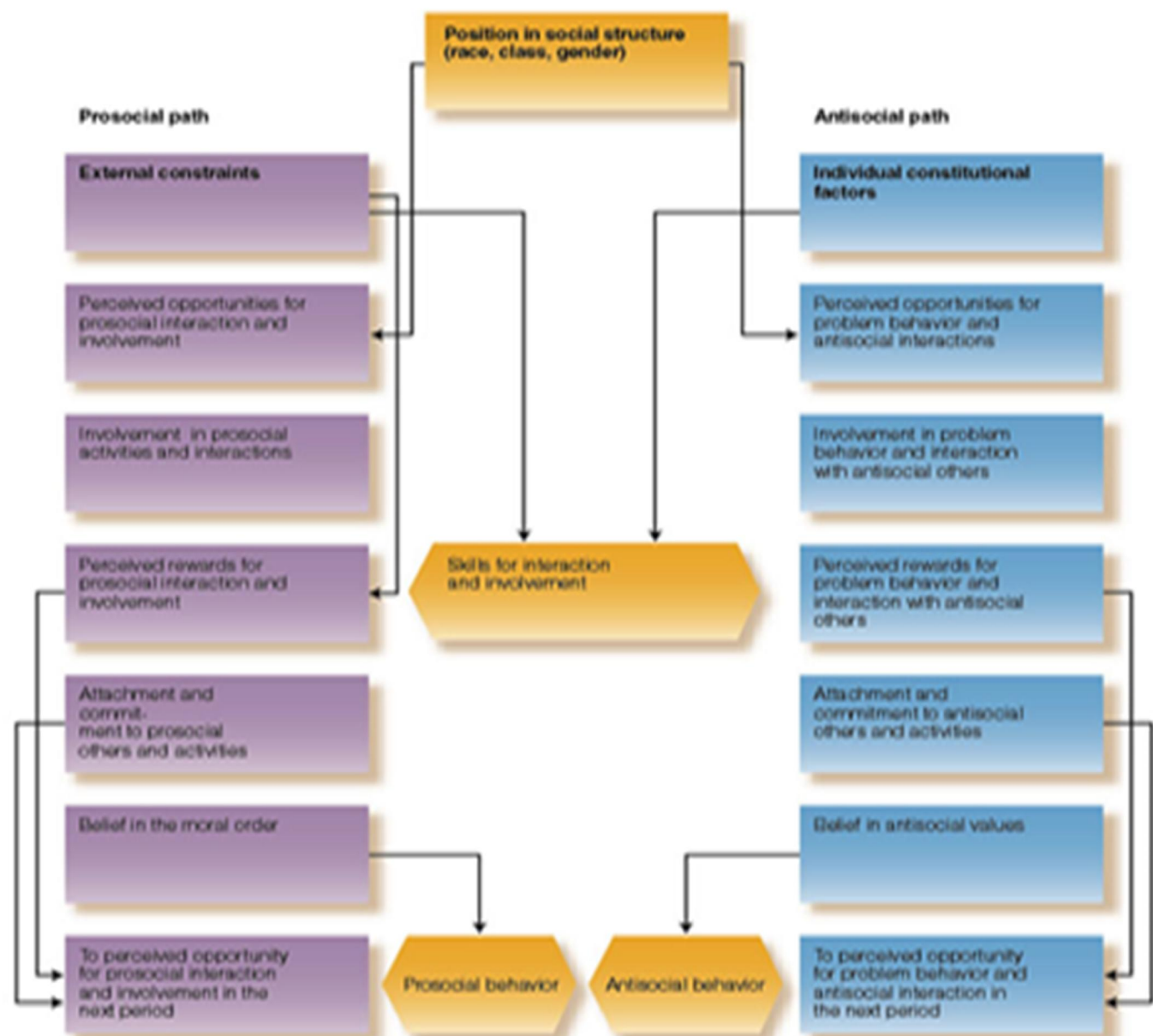
## **7. Adolescent Limited's and Life Course Persister's**

- Terrie Moffet suggests most offenders are adolescent limited in that antisocial behavior peaks and then diminishes
- A small group of offenders are persisters who begin offending at an early age and continue into adulthood
- Early starters experience: 1) poor parenting, 2) deviant behaviors and then 3) involvement with delinquent groups

## **8. The Social Development Model**

- Integration of social control, social learning, and structural theories (Weis, Catalano, Hawkins)
- Community-level risk factors contribute to criminality (social control, disorganization, and opportunities)
- Prosocial bonds may inhibit antisocial behaviors (attachment to conventional activities and beliefs)
- SDM-based interventions can help reduce delinquency and drug abuse

# The Social Development Model of Antisocial Behavior

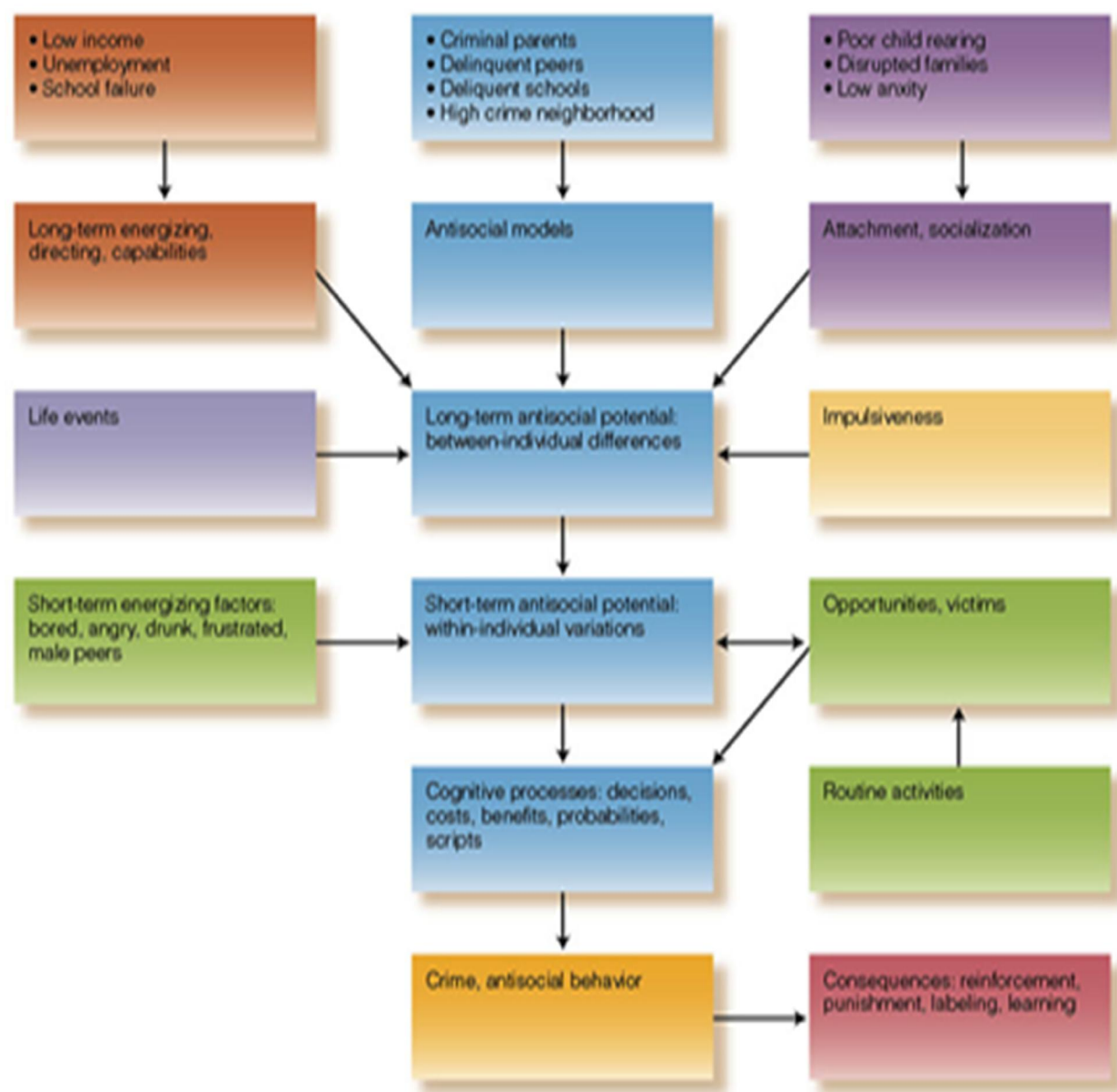


## **9. Farrington's ICAP (Integrated Cognitive Antisocial Potential) Theory**

- Farrington suggested traits present in persistent offenders can be observed at age 8
- Future criminals receive poor parental supervision and harsh/erratic punishments
- Deviant behavior tends to be versatile rather than specialized
- Chronic offenders experience personal troubles and family dysfunction throughout their lives
- Marriage, employment, and relocation help to diminish criminal activity
- David Farrington suggests antisocial potential (AP) falls along a continuum ranging from high to low AP
- Long-term AP: increases are contingent on desire for material goods, status, excitement, sexual satisfaction, and legitimate means for their attainment
- Short-term AP: is affected by situational inducements such as peers and criminal opportunities
- According to ICAP, the commission of offenses and antisocial acts depends on the interaction between an individual and the social environment
- People stop offending due to decreasing motivations, impulsiveness, decreasing physical capacities, and changes in socialization influences



# Farrington's IACP Theory

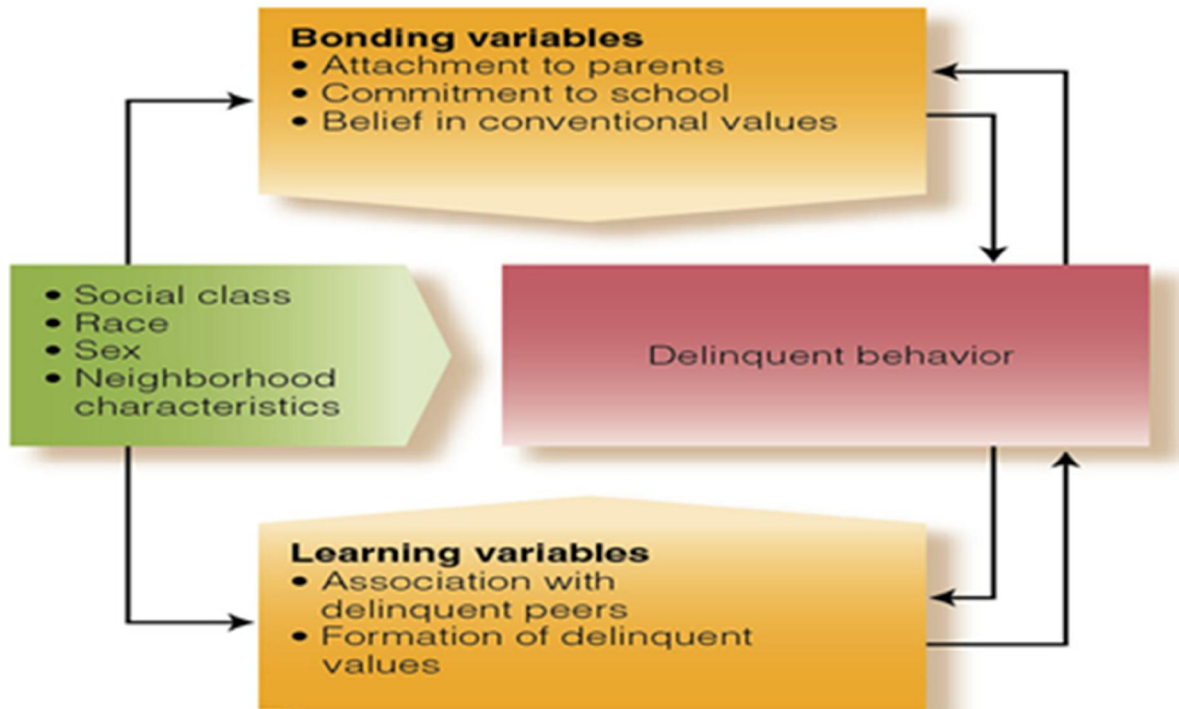


## **10. Interactional Theory**

Interactional theory offers a broad explanation for the causes and consequences of involvement in antisocial behavior. When first proposed by Thornberry in 1987, it primarily focused on delinquency and drug use during adolescence and early adulthood. The theory proposed that delinquent behavior was caused by weak social bonds and involvement in delinquent networks but that delinquency also had feedback effects to further weaken pro-social bonds and further embed the individual in deviant networks and belief systems. Prolonged and serious involvement in antisocial behavior gradually evolved over the life course as a function of these reciprocal processes.

- Terence Thornberry proposed an age-graded view of crime
- The onset of crime can be traced to a deterioration of the social bond during adolescence
- Delinquent youths form belief systems consistent with their deviant lifestyles
- The causal process is dynamic and develops over a person's life

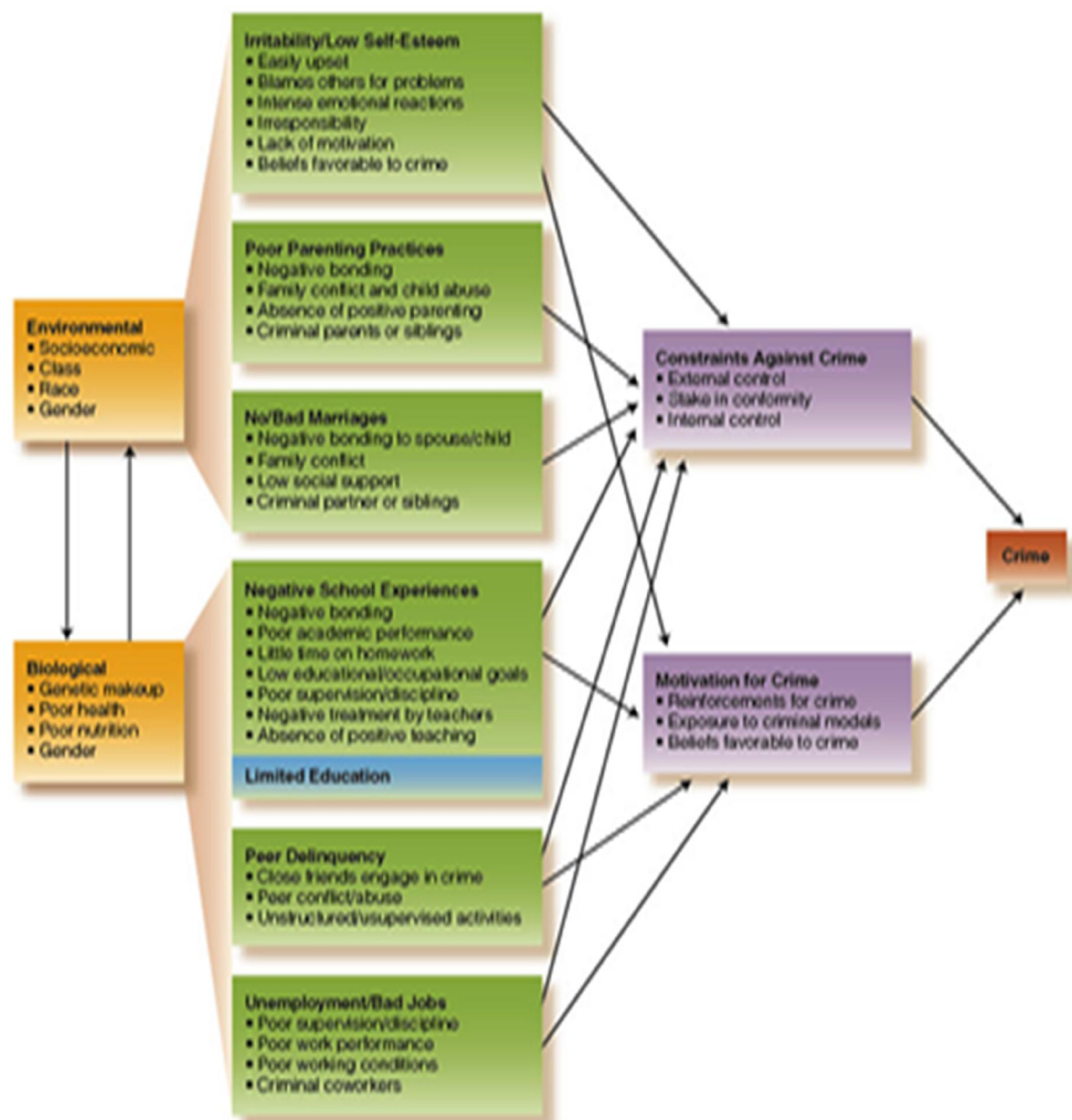
# The Interactional Theory of Delinquency



## 11. General Theory of Crime and Delinquency

- Robert Agnew suggested environmental factors and social and physical traits contribute to criminality
- Crime occurs when constraints are low
- Five elements of human development:
  - Self: irritability and/or low self-control
  - Family: poor parenting or marriage problems
  - School: negative school experiences or limited education
  - Peers: Delinquent friends
  - Work: Unemployment or poor job

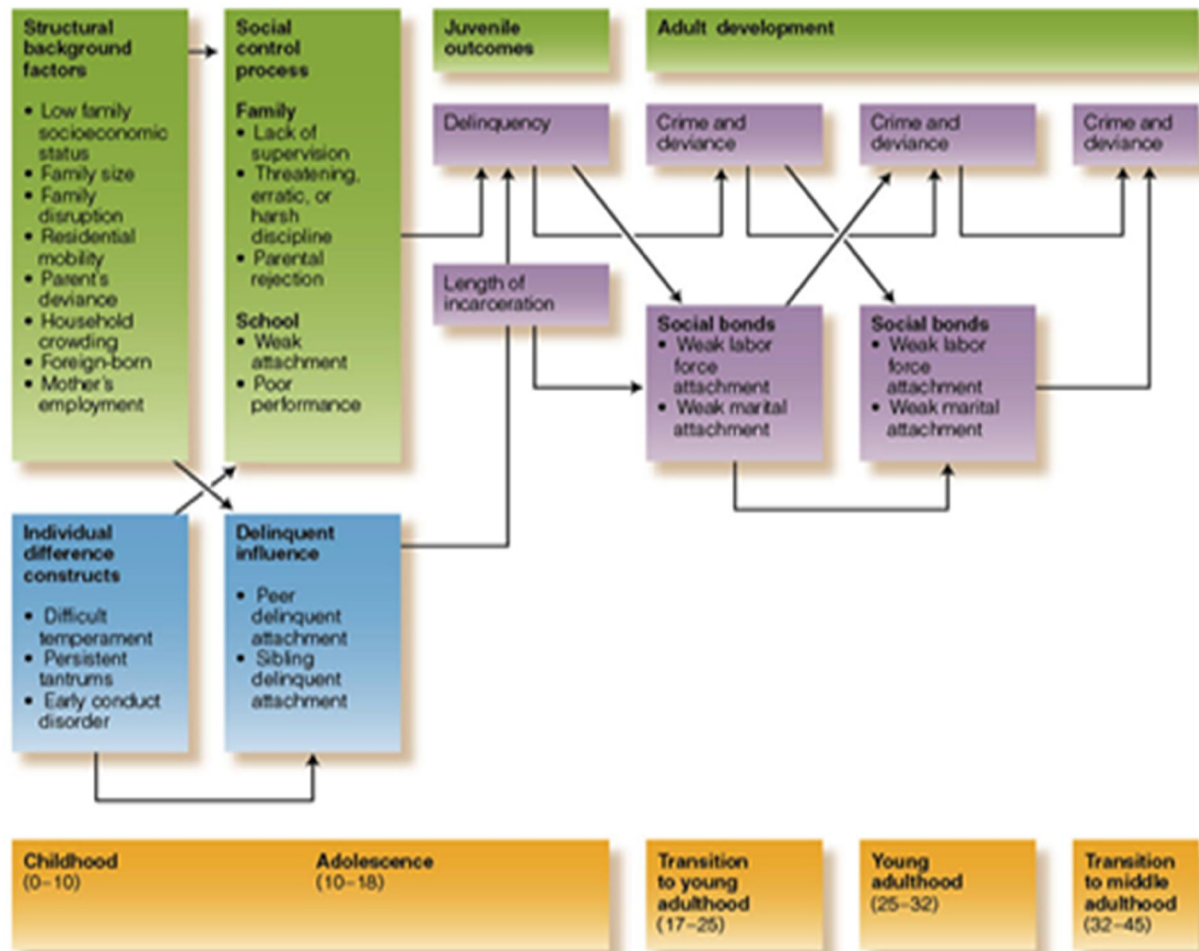
# Agnew's General Theory of Crime and Delinquency



## 12. Sampson and Laub: Age-Graded Theory

- Robert Sampson and John Laub identified “turning points” (critical events) that may enable an offender to desist from crime
- Career and marriage are turning points
- Social Capital: refers to positive relations with individuals and institutions, which support conventional behavior
- People who maintain a successful marriage and become parents are more likely to mature out of crime

### Sampson and Laub's Age-Graded Theory



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